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ABSTRACT

This report is the seventh in a series of longitudinal studies describing the College Discovery and Development Program aimed at identifying disadvantaged and underachieving ninth graders and developing their college potential in five special high school development centers. The document has an introductory section including such topics as the seventh year of the progra, the setting, staff, student personnel, and fiscal matters. Other sections include a description of the seventh population of college discovery students, attendance and achievement for all classes in 1971-1972, college progress of program students in Classes I-IV, high school graduation and admission to college for class V, a socioeconomic overview of Classes I-VII, a description of an adjunct summer program in mathematics, and summary. Class VII resembled the previous six groups in age, family structure, living conditions, ethnicity, history of mobility, previous scholastic averages, and attendances, but was found to be less well off economically than other classes. The general findings for program students whose college records can be studied show a pattern of progress not greatly different from than of nonprogram classmates in each college. (Author/AM)

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# DISCOVERING AND DEVELOPING THE COLLEGE POTENTIAL OF DISADVANTAGED HIGH SCHOOL YOUTH

A Report of the Seventh Year (1971-1972):

A LONGITUDINAL STUDY ON

THE COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM

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Report No. 73-3

June 1974

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# FOREWORD

This volume is the seventh in a series of reports on a longitudinal study of the College Discovery and Development Program, Prong II. Six previous reports issued under this same title, Discovering and Developing the College Potential of Disadvantaged High School Youth, are listed below:

FIRST - Daniel Tanner and Genaro Lachica, January 1967.

SECOND - Lawrence Brody, Beatrice Harris and Genaro Lachica, (Report #68-2), March 1968.

THIRD - Lawrence Brody, Beatrice Harris and Genaro Lachica, (Report #69-1), March 1969.

FOURTH - Beatrice Harris and Lawrence Brody, (Report #70-13), June 1970.

FIFTH - Lawrence Brody and Hank Schenker, (Report #71-5), January 1972.

SIXTH - Lawrence Brody and Hank Schenker, (Report #72-6), June 1973.

This seventh year brought the completion of the discovery and development cycle for the first students (Class I), those who had successfully completed their studies with bachelor's degrees. The results of this significant year are a source of pride to all involved in the program.

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The College Discovery & Development Program staff is grateful to Chancellor Robert J. Kibbee, the late Dean Benjamin Rosner, Dean Lester A. Brailey, Dean James J. McGrath and Dean Howard Irby for their encouragement and knowledgeable support during the seventh year of the program's operation.

Mr. Irving Anker, Acting Superintendent of Schools, and Dr. Harvey Scribner, Chancellor, successfuely approved and supported this seventh year's work. Dr. Seelig Lester, Executive Deputy Superintendent in charge of Instruction, Mr. Jacob Zack, Assistant Superintendent of the Office of High Schools, Mrs. Helene Lloyd, Assistant Superintendent in charge of the Office of State and Federally Assisted Programs and Mr. Gene Satin of that office have all been most helpful. Mrs. Daisy K. Shaw, Director of the Bureau of Educational and Vocational Guidance, and Mrs. Cecilia Sarasohn, Assistant Director, Dr. Wayne Wrightstone, Director, and Dr. Samuel D. McClelland, Assistant Director of the Bureau of Educational Research have guided and counseled our staff and contributed supportive services underlying a large scale organization of this project.

To Mr. Leff LaHuta, Coordinator for the Board of Education, we extend our thanks and appreciation for the professional competence of his continued administrative efforts.

Mrs. Wanetta Jones, Assistant Director, has shared in the problems and has been an essential part of the continued success of the program as well as in facilitating improved relationships among its

students, staff and parent personnel. Special thanks must be given to Ms. Sharon Gilbert who, as CDD Field Coordinator, gave energetic and positive effort to the recruitment of new students and tutors for the five host schools and stimulated interest on the staff of the schools and the staff at City University. Mr. Hank Schenker, Research Coordinator, maintained the functions of his office in this seventh year with efficiency and objectivity in handling and interpreting data. The work of the following college assistants and student aids in completing this report was essential and greatly appreciated: Ms. Lorraine LaHuta, former CDD student at Port Richmond High School and CD participant at Staten Island Community College, who, after receiving her A.B. at Hunter College, was an instructor there while also working on the staff at City University; Ms. Albertine Power, a student at New York City Community College; Mr. Wilfredo Sanchez, former CDD student at Theodore Roosevelt High School, and mathematics student at Lehman College and Syracuse University; Ms. Genevieve Charles, CDD student at Thomas Jefferson and a student at Hunter College; Ms. Jeanne Grumet, a graduate of City College who has done graduate work at Columbia; and Ms. Linda Etchison, formerly a participant in Port Richmond CDD and CD at Staten Island Community College. Thanks and best wishes for the future.

The noteworthy cheerfulness, dedication and efficiency on the part of our secretaries, Ms. Edith Handlin, Ms. Paulette Satherswaite Bryan and Ms. Edith Etwaroo, who joined the CDD staff in 1973, was of considerable help in preparing this report.

Once again, in this seventh year, College Curriculum Consultants worked hard with their complex role to be influential forces in the

improvement of the professional efforts of teachers while officially not members of the school faculty or its authority structure is a difficult task. That this task was effectively performed so much of the time is attested by our students' success as well as teacher comment. We honor the consultants for their work and we recognize and acknowledge here the deep debt of gratitude which we owe, with all our CDD students, to the high school faculties. A major portion of the program's success must be attributed to the work of the principals, administrative assistants, department chairmen, school coordinators, guidance counselors, teachers and family assistants in the five host high schools. Their sharing of efforts, ideas, data and information and their personal thoughts have been ingredients which gave continuous growth to the CUNY component of the College Discovery Program.

We also thank the Advisory Policy Committee members for their efforts on behalf of this Program: their generous contributions of time, thought and feeling have been vital to our work. Their ideas, suggestions and concerns have at all stages of this seventh year been instrumental in guiding us to weaknesses, providing clues to means of increasing successes, and helping us all to understand how we can best help each other in these trying and increasingly more difficult times.

Finally, we express our gratitude to The State of New York, The City of New York and the United States Office of Education for financial support of the College Discovery and Development Program.

Lawrence Brody
Director

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1971-1972

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| Coordinator: | Moley C. Wilson |
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| Coordinator: | Richard Puelle |
| Guidance Counselors: | Bernard Alfant<br>Selma Lashine<br>Violet Garavente |
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Jamaica High School

| | |
|---|---|
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| Administrative Assistant: | Aaron Rose<br>Jack Groveman |
| Coordinator: | Ida Gottlieb |
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| | |
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| Administrative Assistant: | Bernard Fittman<br>Beverly Engles (actg.) |
| Coordinator: | Daniel J. Driscoll |
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Anita Levine, Guidance, Brooklyn College

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Deborah Stampfer, Mathematics, Brooklyn College

Thalia Taloumis, Mathematics, Brooklyn College

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# CHAPTER 1

## INTRODUCTION

June 1972 concluded the seventh year of implementation of the College Discovery and Development Program. During this seventh year the basic objectives of the program continued essentially unmodified since the initiation of activities in September 1965.

> "The major objective of the Program is to discover and develop the college potential of disadvantaged youth who, without the benefit of intensive and long-range educational support of a special nature, would be unlikely to enter college. It was agreed that those students who are already academically successful would not be included in the Program -- regardless of the extent of their socio-economic deprivation.
>
> "The specific objectives of the Program are: (1) to identify disadvantaged youth who, at the end of the ninth-grade, have heretofore been "undiscovered" in their potential for college, (2) to improve their motivation for school work, (3) to improve their levels of achievement in school, (4) to develop their expectations for college entrance, and (5) to improve their chances for success in college."[1]

During this seventh year, 1971-72, three classes were enrolled in the program: CDD V, admitted in September 1969 were high school seniors; CDD VI, admitted in September 1970 were high school juniors; and, CDD VII, admitted in September 1971 were sophomores. There were also a small number of students from CDD IV who had fallen behind and who were completing their high school studies during this seventh implementation year. It is also of more than passing interest to note that June 1972 marked the completion of baccalaureate study for a number of students originally admitted to CDD in September 1965. For these students of CDD I this seventh year brought to fruition their hopes and those of the program's planners and implementors.

---

[1] Daniel Tanner and Genaro Lachica, Discovering and Developing the College Potential of Disadvantaged High School Youth: A Report of the First Year of a Longitudinal Study on the College Discovery and Development Program, Office of Research and Evaluation, The City University of New York, January 1967, p.3

The Seventh Year of the CDD Program

This seventh program year was more peaceful than its three predecessors had been. The bitter power struggles of 1968-70 had simmered down somewhat, not necessarily resolved to the satisfaction of most New Yorkers, but in part in weariness, in part in recognition that the struggles for power were further harming (not helping) the pupils, and in part, perhaps, in recognition that the problems which underlay the deadlocked inabilities, the schools to serve and the youth to be served, were far more complex and stubbornly unyielding than: who called the shots, where had he come from and to whom was he beholden.

It was beginning to become clear to most people that there were, in fact and in feeling, differences in the effectiveness of instruction in schools and of their academic leadership which might well be affected by ethnicity et al., but that there were others, equally important to students' success which went far back into older ideas of professional competence, personal integrity and plain hard work. It was again evident in this 1971-72 school year that no one had possession of simple recipes for successfully educating urban high school youth.

CDD had been impressively successful in converting proposed failure of a majority of its enrollees in six annual classes to reasonable levels of high school success. It had demonstrated that it was possible to identify a population whose potential had been unachieved by the ninth grade; CDD had shown, for six successive years, that a combination of intensive counseling, small class instruction, tutoring and the use of somewhat less traditional instructional materials, did in fact produce much higher success rates and

college entrance rates for these youngsters than did conventional programs with similar youngsters in the same schools and in fact, taught by the same teachers in most cases.

Setting

The setting within which the CDD Program functioned during 1971-72 remained geographically unmodified from its previous six years. There was one CDD Center in each of the five boroughs of New York City, with the same five high schools continuing to house, staff and nurture the program. Although the geography continued unchanged, the "climate" was somewhat less disturbed, as noted above, in the four more densely populated boroughs. In the fifth county struggles and tensions like those seen earlier in the other boroughs broke out from time to time; one of the consequences of this strife was increasing difficulty in gaining parental approval for student enrollment in this fifth area. (It was not hard to identify potential participants in this borough like those selected in earlier years but it was difficult to get their parents to permit them to attend the program).

Staff

Staff changes occurred throughout the CDD Program during this seventh year at all levels. By the end of this year there were only a handful of the original program planners who continued actively working in day to day program implementation. This was true at all levels: that the program continued to meet its responsibilities is, on the one hand, a tribute to the professional dedication and personal integrity of its teachers, counselors, coordinators and administrators. On the other hand, however, the essential correctness of the program's design and processes to meet its students' needs is undoubtedly an

equally important reason for its continued record of achievement.

Student Personnel

It has been noted above that Classes VII (sophomores); VI (juniors) and V (seniors) were enrolled during this 1971-72 school year. Some students who had been enrolled in Classes IV, III, II, and I were attending colleges during the seventh year: some had left academic study and were employed or seeking jobs; a few students from these earlier classes had brought their young children to school to show their former counselors and, sadly a small number were deceased.

The remaining chapters of this report will provide detailed information on the scholastic progress of CDD students, with special emphasis upon the high school experience of Classes V, VI and VII and a summary of the college progress of CDD students of Classes I-IV

Fiscal Matters

As in previous years the funding of the CDD Program was complex. The major sources of funds for student services were again twofold: For each CDD student, as for all other N.Y. City high school students, tax levy funds were allocated to the high school in exactly the same amount. In addition, a Title I ESEA grant provided for the extra services rendered CDD students: all of these Title I funds were expended on the school system for personal services (teaching, counseling, supervision, administration) and for supplies, equipment materials, and other overhead costs. None of these Title I funds were paid to CUNY or to any CUNY staff.

The services rendered by CUNY were paid for by CUNY from its budget and included expenditures from tax levy, income from grants, and other New York

State fund sources (SEEK-College Discovery).

The growing inflation of the general economy began to create considerable difficulty during 1971-72.

Summary

The College Discovery and Development Program completed its seventh year of operation during the 1971-72 academic year. The pattern of program implementation remained relatively unchanged from that of previous years despite a number of changing factors in the social and economic scene. The following chapters will describe this seventh program year in detail.

# CHAPTER 2

## DESCRIPTION OF THE SEVENTH POPULATION OF COLLEGE DISCOVERY STUDENTS

The seventh population of College discovery students (Class VII) entered the program in September, 1971. They were selected, as in previous years, from applications received in Spring 1971 from ninth grades in New York City public and parochial schools and from community agencies throughout the five boroughs. Students were chosen on the basis of economic and academic criteria which have been summarized in a previous report.[1] Students were notified of admission in the spring semester of their ninth grade; the students who were accepted in the CDD Program entered a CDD center most conveniently located for them in September. As in each previous class, a small group of selected applicants declined this preferred enrollment for various reasons.

The objective of this chapter is to describe the seventh entering population of the College Discovery Program in terms of its socio-economic background and the academic ability of each student before entering the program. Additionally, a brief final section will provide retention data for this class covering the period from September 1971 to September 1972 (their first year in the program). The socio-economic portion of this chapter will deal with such variables as family income, living conditions, and the occupational and educational history of parents. Academic capacity will be described in terms of seventh, eighth, and mid-year ninth grade general averages and scores on the Metropolitan Achievement Tests. All

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1 Lawrence Brody, Beatrice Harris and Genaro Lachica, Discovering and Developing the College Potential of Disadvantaged High School Youth: A Report of the Third Year of a Longitudinal Study on the College Discovery and Development Program, Office of Research and Evaluation, City University of New York, March 1969, p. 2.

information used in the first two portions of the chapter is derived from information taken from either the personal information form that each student filled out when applying to the program or from the nomination form completed by each student's ninth grade counselor or the referring person.

## Socio-economic Data

### Sex Distribution

Table 2-1 shows the distribution of male and female students in Class VII as it was in September 1971. In each Center except Center V the number of females was greater than the number of males. Since an attempt was made to balance the sex ratio, any deviation from this principal arose from availability of eligible applicants, not from design.

### Ethnic Distribution

The ethnic distribution for Class VII in the five development Centers is presented in Table 2-2. Approximately 65% of this total entering population were Black students. Twenty-three percent were of Hispanic background, one percent of Oriental background and eleven percent fell into an all inclusive category of Other, composed primarily of White students.

Ethnicity is not a basis for selection into the CDD Program. Ethnic information, therefore, is not collected until students enter the program in September. Differences in ethnic percentages may represent the relationship between ethnicity and the variables, both socio-economic and academic, used for the selection of students for this program. Unintentional selections for ethnicity possibly may have been made as individual ninth grade counselors and/or community agency personnel referred students to the College Discovery and Development Program.

Table 2-1

CDD Enrollment by Sex
For The Tenth Grade

Class VII

| Center | MALES | | FEMALES | | BOTH SEXES | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| I | 39 | 38.6 | 62 | 61.4 | 101 | 100.0 |
| II | 48 | 47.1 | 54 | 52.9 | 102 | 100.0 |
| III | 38 | 34.9 | 71 | 65.1 | 109 | 100.0 |
| IV | 46 | 39.3 | 71 | 60.7 | 117 | 100.0 |
| V | 45 | 51.1 | 43 | 48.9 | 88 | 100.0 |
| All Centers | 216 | 41.8 | 301 | 58.2 | 517 | 100.0 |

Table 2-2

Ethnic Distribution

Class VII

| Center | Black N | Black % | Hispanic N | Hispanic % | Oriental N | Oriental % | Other N | Other % | All Groups N |
|---|---|---|---|---|---|---|---|---|---|
| I | 60 | 59.4 | 40 | 39.6 | 0 | 0.0 | 1 | 1.0 | 101 |
| II | 73 | 71.5 | 28 | 27.5 | 0 | 0.0 | 1 | 1.0 | 102 |
| III | 66 | 60.5 | 33 | 30.3 | 5 | 4.6 | 5 | 4.6 | 109 |
| IV | 104 | 88.9 | 10 | 8.5 | 2 | 1.7 | 1 | 0.9 | 117 |
| V | 32 | 36.4 | 6 | 6.8 | 0 | 0.0 | 50 | 56.8 | 88 |
| ALL CENTERS | 335 | 64.8 | 117 | 22.6 | 7 | 1.3 | 58 | 11.2 | 517 |

Age in Years

Table 2-3 shows the distribution of the age in years of Class VII students. These figures represent the age of students as of September 1971, the beginning of their tenth grade. As can be seen, the average Class VII student was approximately 15 years old.

Family Structure

Since the structure of a student's family is thought to be related to his emotional and academic success, a fairly complete analysis has been done on the intactness of the family setting of Class VII students. This material is provided in Tables 2-4 and 2-5. Table 2-4 shows that slightly more than half (54.9%) of Class VII students were living with a mother and a father.

Another way to view this data is that 59.2% (a total of the first three categories in Table 2-5) were living in a two-parent household. An additional 34.5% of Class VII students were living with one parent, 5.3% were living with a guardian or foster parents and 0.8% (four students) were living in institutional surroundings.

Living Conditions

Tables 2-6, 2-7, 2-8, and 2-9 provide information regarding the living conditions of Class VII students as was reported in the spring of 1971. The kind of dwellings reported by Class VII students is shown in Table 2-6. A large portion of them (73.1%) lived in apartments while 23.6% report that their parents own the family home. The average number of rooms in each Class VII dwelling is shown in Table 2-7. The mean across Centers was 5.04. Table 2-8 shows that between five and six people, on the average, made up a Class VII household. Information regarding living space is provided in

Table 2-3

Age in Years

Class VII

| Center | Number Responding | Mean | S.D. | Number Not Responding |
|---|---|---|---|---|
| I | 101 | 15.35 | 0.54 | 0 |
| II | 101 | 15.46 | 0.50 | 1 |
| III | 109 | 15.30 | 0.44 | 0 |
| IV | 117 | 15.30 | 0.51 | 0 |
| V | 88 | 15.29 | 0.59 | 0 |
| All Centers | 516 | 15.35 | 0.51 | 1 |

TABLE 2-4

Family Status

Class VII

| Center | Parents Together N | % | Parents Separated N | % | Father Deceased N | % | Mother Deceased N | % | Both Deceased N | % | No Information N | % | Question Not Applicable N | % | Total N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I | 42 | 41.6 | 45 | 44.5 | 8 | 7.9 | 2 | 2.0 | 1 | 1.0 | 3 | 3.0 | 0 | 0.0 | 101 |
| II | 49 | 48.0 | 30 | 29.4 | 6 | 5.9 | 5 | 4.9 | 1 | 1.0 | 11 | 10.8 | 0 | 0.0 | 102 |
| III | 65 | 59.6 | 29 | 26.6 | 10 | 9.2 | 2 | 1.8 | 1 | 0.9 | 2 | 1.8 | 0 | 0.0 | 109 |
| IV | 69 | 59.0 | 34 | 29.1 | 7 | 6.0 | 3 | 2.6 | 2 | 1.7 | 2 | 1.7 | 0 | 0.0 | 117 |
| V | 59 | 67.0 | 17 | 19.3 | 8 | 9.1 | 1 | 1.1 | 1 | 1.1 | 2 | 2.3 | 0 | 0.0 | 88 |
| All Centers | 284 | 54.9 | 155 | 30.0 | 39 | 7.5 | 13 | 2.5 | 6 | 1.2 | 20 | 3.9 | 0 | 0.0 | 517 |

TABLE 2-5

Head Of Household

Class VII

| Center | Mother and Father | | Mother and Stepfather | | Father and Stepmother | | Mother | | Father | | Guardian | | Foster Parents | | Institution | | Other | | No Information | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N |
| I | 40 | 39.6 | 5 | 4.9 | 0 | 0.0 | 52 | 51.5 | 1 | 1.0 | 2 | 2.0 | 1 | 1.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 101 |
| II | 46 | 45.1 | 9 | 8.8 | 2 | 2.0 | 34 | 33.3 | 0 | 0.0 | 9 | 8.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 2.0 | 102 |
| III | 62 | 56.9 | 2 | 1.8 | 1 | 0.9 | 38 | 34.9 | 2 | 1.8 | 4 | 3.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 109 |
| IV | 63 | 53.8 | 11 | 9.4 | 1 | 0.9 | 32 | 27.3 | 2 | 1.7 | 4 | 3.4 | 4 | 3.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 117 |
| V | 58 | 65.9 | 6 | 6.8 | 0 | 0.0 | 17 | 19.3 | 0 | 0.0 | 2 | 2.3 | 1 | 1.1 | 4 | 4.5 | 0 | 0.0 | 0 | 0.0 | 88 |
| All Centers | 269 | 52.0 | 33 | 6.4 | 4 | 0.8 | 173 | 33.5 | 5 | 1.0 | 21 | 4.1 | 6 | 1.2 | 4 | 0.8 | 0 | 0.0 | 2 | 0.4 | 517 |

Table 2-6
Type of Dwelling
Class VII

| Center | APARTMENT | | OWN HOME | | INSTITUTION | | NO INFORMATION | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N |
| I | 91 | 90.1 | 8 | 7.9 | 0 | 0.0 | 2 | 2.0 | 101 |
| II | 81 | 79.4 | 17 | 16.7 | 0 | 0.0 | 4 | 3.9 | 102 |
| III | 109 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 109 |
| IV | 58 | 49.6 | 53 | 45.3 | 0 | 0.0 | 6 | 5.1 | 117 |
| V | 39 | 44.3 | 44 | 50.0 | 2 | 2.3 | 3 | 3.4 | 88 |
| All Centers | 378 | 73.1 | 122 | 23.6 | 2 | 0.4 | 15 | 2.9 | 517 |

Table 2-7

Number of Rooms per Household

Class VII

| Center | NUMBER OF RESPONDENTS | MEAN | S.D. | NUMBER OF NON-RESPONDENTS | NUMBER FOR WHOM QUESTION NOT NOT APPLICABLE |
|---|---|---|---|---|---|
| I | 95 | 4.86 | 1.16 | 6 | 0 |
| II | 92 | 5.05 | 1.06 | 10 | 0 |
| III | 108 | 4.70 | 0.98 | 1 | 0 |
| IV | 70 | 5.30 | 1.27 | 47 | 0 |
| V | 62 | 5.56 | 1.36 | 24 | 2 |
| All Centers | 427 | 5.04 | 1.21 | 88 | 2 |

Table 2-8

Number of Persons in Household

Class VII

| Center | NUMBER OF RESPONDENTS | MEAN | S.D. | NUMBER NOT RESPONDING | NUMBER FOR WHOM QUESTION NOT NOT APPLICABLE |
|---|---|---|---|---|---|
| I | 101 | 5.13 | 2.06 | 0 | 0 |
| II | 101 | 5.63 | 1.91 | 1 | 0 |
| III | 109 | 5.09 | 1.97 | 0 | 0 |
| IV | 116 | 5.27 | 1.87 | 1 | 0 |
| V | 84 | 5.49 | 1.77 | 1 | 3 |
| All Centers | 511 | 5.31 | 1.93 | 3 | 3 |

Table 2-9

Number of Persons per Room
in Household

Class VII

| Center | NUMBER OF RESPONDING STUDENTS | MEAN | S.D. | NUMBER NOT RESPONDING | NUMBER FOR WHOM QUESTION NOT APPLICABLE |
|---|---|---|---|---|---|
| I | 95 | 1.05 | 0.35 | 6 | 0 |
| II | 92 | 1.11 | 0.31 | 10 | 0 |
| III | 108 | 1.07 | 0.33 | 1 | 0 |
| IV | 70 | 0.98 | 0.31 | 47 | 0 |
| V | 62 | 1.01 | 0.29 | 23 | 3 |
| All Centers | 427 | 1.05 | 0.33 | 87 | 3 |

Tables 2-9 and 2-10. For each household the ratio of number of persons to number of rooms was computed; the mean ratio across Centers was 1.05 (Table 2-9).

Economic Data

Table 2-10 summarizes (to the nearest dollar) rent paid by Class VII families. The lowest average monthly rent ($88) was paid by Center III families, while the highest average monthly rent ($141) was paid by families in Center IV.

Table 2-11 shows the distribution of weekly take home income (rounded to the nearest dollar) among Class VII families. This total weekly income figure includes parental salaries, contributions by other family members, pensions, state-aid and the like. The large standard deviations would indicate much variability in income within each Center. In addition there was great variation among the five Centers with regard to weekly income: the range was from $119 to $157. Center I and Center III families showed the lowest weekly income and Center V, the highest. The mean family income of $135 per week supported families whose mean size was 5.31 members (Table 2-8). It is of interest to note that this provides $25.42 per family member per week as mean income. This weekly income figure has risen slowly each year since Class I (1965) when it was $18.61 per family member. Whether this dollar income increase represents an improvement in living or was consumed by inflation is investigated in Chapter 6.

Employment of Parents

40

Tables 2-12 and 2-13 contain information regarding the occupations of the parents of students in Class VII. Thirty-eight point one percent (197) of Class VII students reported that their mothers work (Table 2-12).

Table 2-10

MONTHLY RENT (Dollars)

Class VII

| Center | NUMBER OF RESPONDENTS | MEAN | S.D. | NO. OF NON-RESPONDENTS | NUMBER FOR WHOM QUESTION NOT APPLICABLE |
|---|---|---|---|---|---|
| I | 86 | 108 | 56 | 13 | 2 |
| II | 89 | 124 | 53 | 13 | 0 |
| III | 98 | 88 | 28 | 9 | 2 |
| IV | 93 | 141 | 46 | 20 | 4 |
| V | 71 | 139 | 52 | 15 | 2 |
| All Centers | 437 | 118.77 | 51.81 | 70 | 10 |

Table 2-11

TOTAL WEEKLY INCOME
(Dollars)

Class VII

| Center | NUMBER RESPONDING | MEAN | S.D. | NUMBER NOT RESPONDING |
|---|---|---|---|---|
| I | 96 | 119 | 47 | 5 |
| II | 98 | 139 | 58 | 4 |
| III | 102 | 119 | 51 | 7 |
| IV | 100 | 146 | 44 | 17 |
| V | 81 | 157 | 54 | 7 |
| All Centers | 477 | 135 | 53 | 40 |

TABLE 2-12

Mother's Occupation

Class VII

| Center | Professional | | Office Worker | | Sales | | Managerial/ Proprietor | | Civil Service Non-Office | | Skilled Labor | | Unskilled Labor | | Disabled/ Retired | | Other | | No Information | | Not Applicable | | Total | Total Employed | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | N | % |
| I | 3 | 3.0 | 10 | 9.9 | 0 | 0.0 | 0 | 0.0 | 1 | 1.0 | 7 | 6.9 | 15 | 14.9 | 1 | 1.0 | 0 | 0.0 | 23 | 22.8 | 41 | 40.6 | 101 | 36 | 35.6 |
| II | 4 | 3.9 | 15 | 14.7 | 2 | 2.0 | 0 | 0.0 | 2 | 2.0 | 7 | 6.9 | 15 | 14.7 | 0 | 0.0 | 1 | 1.0 | 27 | 26.5 | 29 | 28.4 | 102 | 46 | 45.1 |
| III | 2 | 1.8 | 7 | 6.4 | 1 | 0.9 | 0 | 0.0 | 1 | 0.9 | 13 | 11.9 | 15 | 13.8 | 0 | 0.0 | 2 | 1.8 | 21 | 19.3 | 47 | 43.1 | 109 | 41 | 37.6 |
| IV | 2 | 1.7 | 15 | 12.8 | 0 | 0.0 | 2 | 1.7 | 1 | 0.9 | 13 | 11.1 | 12 | 10.3 | 0 | 0.0 | 3 | 2.6 | 11 | 9.4 | 58 | 49.6 | 117 | 48 | 41.0 |
| V | 0 | 0.0 | 8 | 9.1 | 1 | 1.1 | 1 | 1.1 | 0 | 0.0 | 3 | 3.4 | 13 | 14.8 | 0 | 0.0 | 0 | 0.0 | 9 | 10.2 | 53 | 60.2 | 88 | 26 | 29.5 |
| All Centers | 11 | 2.1 | 55 | 10.6 | 4 | 0.8 | 3 | 0.6 | 5 | 1.0 | 43 | 8.3 | 70 | 13.5 | 1 | 0.2 | 6 | 1.2 | 91 | 17.6 | 228 | 44.1 | 517 | 197 | 33.1 |

TABLE 2-13

Father's Occupation

Class VII

| Center | Professional | | Office Worker | | Sales | | Managerial/ Proprietor | | Civil Service Non-Office | | Skilled Labor | | Unskilled Labor | | Disabled/ Retired | | Other | | No Information | | Not Applicable | | Total | Total Employed | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | N | % |
| I | 1 | 1.0 | 2 | 2.0 | 1 | 1.0 | 6 | 5.9 | 5 | 4.9 | 20 | 19.8 | 7 | 6.9 | 2 | 2.0 | 1 | 1.0 | 45 | 44.5 | 11 | 10.9 | 101 | 43 | 42.6 |
| II | 3 | 2.9 | 9 | 8.8 | 1 | 1.0 | 4 | 3.9 | 3 | 2.9 | 18 | 17.6 | 13 | 12.7 | 2 | 2.0 | 3 | 2.9 | 37 | 36.3 | 9 | 8.8 | 102 | 54 | 52.9 |
| III | 1 | 0.9 | 6 | 5.5 | 1 | 0.9 | 4 | 3.7 | 5 | 4.6 | 24 | 22.0 | 19 | 17.4 | 4 | 3.7 | 4 | 3.7 | 31 | 28.4 | 10 | 9.2 | 109 | 64 | 58.7 |
| IV | 3 | 2.6 | 2 | 1.7 | 2 | 1.7 | 8 | 6.8 | 21 | 17.9 | 33 | 28.2 | 6 | 5.1 | 1 | 0.9 | 2 | 1.7 | 28 | 23.9 | 11 | 9.4 | 117 | 77 | 65.8 |
| V | 2 | 2.3 | 4 | 4.5 | 2 | 2.3 | 10 | 11.4 | 12 | 13.6 | 25 | 28.4 | 8 | 9.1 | 1 | 1.1 | 0 | 0.0 | 15 | 17.0 | 9 | 10.2 | 88 | 63 | 71.6 |
| All Centers | 10 | 1.9 | 23 | 4.4 | 7 | 1.3 | 32 | 6.2 | 46 | 8.9 | 120 | 23.2 | 53 | 10.3 | 10 | 1.9 | 10 | 1.9 | 156 | 30.2 | 50 | 9.7 | 517 | 301 | 58.2 |

Ten point six percent were employed as office workers. Eight point three percent were employed in some kind of skilled labor; another thirteen point five percent were employed as unskilled laborers. The 'not applicable' category containing 44.1% of Class VII mothers was composed mainly of housewives.

Table 2-13 contains information regarding fathers' occupations. Fifty-eight point two percent (301) of Class VII students reported that their fathers work. About 23.2% of Class VII fathers were employed as skilled laborers; ten point three percent are employed as unskilled laborers. Eight point nine percent are civil service non-office workers, 6.2% are in managerial positions or own their own businesses, and about 1.9% are professionals. It should be noted that 156 (30.2%) of Class VII students did not respond to this question. A large part of this unresponding group is composed of students who were living in households where a father was not present. Thirty-three point five percent of Class VII reported mothers as head of household, 4.1% reported guardians and 0.8% resided in institutions (see Table 2-5).

Birthplace of Students and Parents

Tables 2-14, 2-15 and 2-16 contain information about the birthplace of Class VII students and their parents. A large majority (71.8%) of students were born in the Northern United States (Table 2-14). Approximately 8.5% were born in the Southern United States, 5.4% in Puerto Rico, 6.6% in the West Indies and 1.0% in the Far East. The picture is somewhat different for their parents. Only 27.7% of mothers (Table 2-15) and 22.6% of fathers (Table 2-16) were born in the Northern United States, while 36.0% and 36.9%, respectively, were born in the South. An additional 19.5% of Class VII

TABLE 2-14

Student's Birthplace

Class VII

| Center | U.S. North | | U.S. South | | Puerto Rico | | West Indies | | Far East | | Other | | No Information | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N |
| I | 65 | 64.3 | 11 | 10.9 | 13 | 12.9 | 7 | 6.9 | 0 | 0.0 | 3 | 3.0 | 2 | 2.0 | 101 |
| II | 53 | 52.0 | 9 | 8.8 | 12 | 11.8 | 17 | 16.7 | 0 | 0.0 | 9 | 8.8 | 2 | 2.0 | 102 |
| III | 90 | 82.6 | 7 | 6.4 | 2 | 1.8 | 1 | 0.9 | 3 | 2.7 | 4 | 3.7 | 2 | 1.8 | 109 |
| IV | 89 | 76.1 | 12 | 10.3 | 0 | 0.0 | 6 | 5.1 | 2 | 1.7 | 4 | 3.4 | 4 | 3.4 | 117 |
| V | 74 | 84.1 | 5 | 5.7 | 1 | 1.1 | 3 | 3.4 | 0 | 0.0 | 4 | 4.5 | 1 | 1.1 | 88 |
| All Centers | 371 | 71.8 | 44 | 8.5 | 28 | 5.4 | 34 | 6.6 | 5 | 1.0 | 24 | 4.6 | 11 | 2.1 | 517 |

TABLE 2-15

Mother's Birthplace

Class VII

| Center | U.S. North | | U.S. South | | Puerto Rico | | West Indies | | Far East | | Other | | No Information | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N |
| I | 21 | 20.8 | 33 | 32.7 | 36 | 35.6 | 7 | 6.9 | 0 | 0.0 | 3 | 3.0 | 1 | 1.0 | 101 |
| II | 9 | 8.8 | 34 | 33.3 | 27 | 26.5 | 20 | 19.6 | 0 | 0.0 | 9 | 8.8 | 3 | 2.9 | 102 |
| III | 25 | 22.9 | 43 | 39.4 | 31 | 28.4 | 1 | 0.9 | 5 | 4.6 | 3 | 2.8 | 1 | 0.9 | 109 |
| IV | 28 | 23.9 | 64 | 54.7 | 2 | 1.7 | 12 | 10.3 | 2 | 1.7 | 5 | 4.3 | 4 | 3.4 | 117 |
| V | 60 | 68.2 | 12 | 13.6 | 5 | 5.7 | 4 | 4.5 | 0 | 0.0 | 5 | 5.7 | 2 | 2.3 | 88 |
| All Centers | 143 | 27.7 | 186 | 36.0 | 101 | 19.5 | 44 | 8.5 | 7 | 1.3 | 25 | 4.8 | 11 | 2.1 | 517 |

TABLE 2-16

Father's Birthplace

Class VII

48

| Center | U.S. North | | U.S. South | | Puerto Rico | | West Indies | | Far East | | Other | | No Information | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N |
| I | 14 | 13.9 | 35 | 34.7 | 32 | 31.7 | 9 | 8.9 | 2 | 2.0 | 4 | 4.0 | 5 | 4.9 | 101 |
| II | 5 | 4.9 | 32 | 31.4 | 26 | 25.5 | 22 | 21.6 | 0 | 0.0 | 8 | 7.8 | 9 | 8.8 | 102 |
| III | 17 | 15.6 | 46 | 42.2 | 28 | 25.7 | 4 | 3.7 | 6 | 5.5 | 3 | 2.7 | 5 | 4.6 | 109 |
| IV | 26 | 22.2 | 64 | 54.7 | 3 | 2.6 | 12 | 10.3 | 2 | 1.7 | 3 | 2.6 | 7 | 6.0 | 117 |
| V | 55 | 62.5 | 14 | 15.9 | 5 | 5.7 | 3 | 3.4 | 0 | 0.0 | 6 | 6.8 | 5 | 5.7 | 88 |
| All Centers | 117 | 22.6 | 191 | 36.9 | 94 | 18.2 | 50 | 9.7 | 10 | 1.9 | 24 | 4.6 | 31 | 6.0 | 517 |

mothers were born in Puerto Rico. The corresponding figure for fathers is 18.2%.

Language Most Spoken at Home

Information regarding the language most spoken in the homes of Class VII students is presented in Table 2-17. English is reported to be most spoken in 76.0% of Class VII households. Eighteen point eight percent of students report Spanish as the language most spoken. French and Chinese are each spoken in a rather small percentage of Class VII students' homes.

Education of Parents

Tables 2-18 and 2-19 provide information regarding the amount of schooling Class VII parents received. The fathers of Class VII students completed about 10.5 years of school on the average (Table 2-18). The corresponding figure for mothers was about 10.8 years (Table 2-19).

Years at Present Address

On the average Class VII students have lived at their present address approximately 6.31 years (Table 2-20), at the time personal information forms were filled out. A standard deviation of 4.69 years, however, would indicate that there is considerable heterogeneity in regard to this measure of mobility for this group of students. The range was from 4.94 to 8.19 years.

Number of Schools Attended

Table 2-21 shows the number of schools Class VII students attended through their first nine years of school. On the average Class VII students attended between three and four schools during their first nine years of schooling.

TABLE 2-17

Language Most Spoken at Home

Class VII

| Center | English | | Spanish | | French | | Chinese | | Other | | No Information | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N |
| I | 67 | 66.3 | 32 | 31.7 | 0 | 0.0 | 0 | 0.0 | 2 | 2.0 | 0 | 0.0 | 101 |
| II | 68 | 66.7 | 31 | 30.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 3 | 2.9 | 102 |
| III | 74 | 67.9 | 27 | 24.8 | 0 | 0.0 | 5 | 4.6 | 2 | 1.8 | 1 | 0.9 | 109 |
| IV | 105 | 89.7 | 5 | 4.3 | 1 | 0.9 | 2 | 1.7 | 0 | 0.0 | 4 | 3.4 | 117 |
| V | 79 | 89.8 | 2 | 2.3 | 0 | 0.0 | 0 | 0.0 | 4 | 4.5 | 3 | 3.4 | 88 |
| All Centers | 393 | 76.0 | 97 | 18.8 | 1 | 0.2 | 7 | 1.3 | 8 | 1.5 | 11 | 2.1 | 517 |

Table 2-18

Father's Education

Class VII

| Center | NUMBER RESPONDING | MEAN | S.D. | NUMBER NOT RESPONDING |
|---|---|---|---|---|
| I | 83 | 10.39 | 2.76 | 18 |
| II | 81 | 10.31 | 3.56 | 21 |
| III | 93 | 9.76 | 2.97 | 16 |
| IV | 100 | 11.07 | 2.83 | 17 |
| V | 75 | 10.83 | 2.56 | 13 |
| All Centers | 432 | 10.47 | 2.98 | 85 |

Table 2-19

Mother's Education

Class VII

| Center | NUMBER RESPONDING | MEAN | S.D. | NUMBER NOT RESPONDING |
|---|---|---|---|---|
| I | 98 | 9.93 | 2.90 | 3 |
| II | 91 | 10.58 | 2.99 | 11 |
| III | 106 | 10.25 | 2.82 | 3 |
| IV | 111 | 11.88 | 2.07 | 6 |
| V | 80 | 11.24 | 1.58 | 8 |
| All Centers | 486 | 10.78 | 2.64 | 31 |

Table 2-20

Years at Present Address

Class VII

| Center | NUMBER OF RESPONDING STUDENTS | MEAN | S.D. | NUMBER OF NON-RESPONDENTS |
|---|---|---|---|---|
| I | 99 | 4.94 | 3.97 | 2 |
| II | 98 | 5.29 | 4.69 | 4 |
| III | 108 | 8.19 | 4.78 | 1 |
| IV | 111 | 6.50 | 4.58 | 6 |
| V | 88 | 6.44 | 4.78 | 0 |
| All Centers | 504 | 6.31 | 4.69 | 13 |

Table 2-21

Number of Schools Attended
Through First Nine Years of School

Class VII

| Center | NUMBER OF RESPONDENTS | MEAN | S.D. | NUMBER OF STUDENTS NOT RESPONDING |
|---|---|---|---|---|
| I | 100 | 3.58 | 1.25 | 1 |
| II | 98 | 3.93 | 1.41 | 4 |
| III | 108 | 2.98 | 1.09 | 1 |
| IV | 116 | 3.76 | 1.18 | 1 |
| V | 87 | 3.31 | 1.22 | 1 |
| All Centers | 509 | 3.51 | 1.27 | 8 |

Adjusted Life Chances Scale Score

The adjusted Life Chances Scale Score is an attempt to integrate socio-economic information for each student into one measure indicating, in the absence of other information, his chances of success in high school. The scale is an adaptation of Dentler's original Life Chances Scale Score. Possible scores range from -2 to 9, with 9 representing the best chance of success in high school and -2, the worst. The following items are each given one point: both parents alive, both parents living together, father Northern born, mother Northernborn, father professional, mother professional, father high school graduate, mother high school graduate, and less than four siblings. A value of -1 is given if living conditions are overcrowded or if the student and his family are receiving welfare or Aid to Dependent Children.

Table 2-22 shows the Life Chances Scale Score for Class VII students. The average score for all centers was 3.38.

Previous Achievement

This section describes the Class VII population with regard to their academic achievement prior to their entering the program in the tenth grade. The following variables are examined:

1. Seventh grade general average
2. Eighth grade general average
3. Mid-year ninth grade general average
4. Metropolitan Achievement Test (MAT) scores (reading and mathematics)
5. Number of days absent during the fall semester of the ninth year.

Table 2-22

Adjusted Life Chances
Scale Score

Class VII

| Center | NUMBER OF RESPONDENTS | MEAN | S.D. | NUMBER OF NON-RESPONDENTS |
|---|---|---|---|---|
| I | 101 | 2.74 | 1.79 | 0 |
| II | 101 | 2.65 | 1.74 | 1 |
| III | 109 | 3.16 | 1.76 | 0 |
| IV | 117 | 3.83 | 1.83 | 0 |
| V | 88 | 4.64 | 2.35 | 0 |
| All Centers | 516 | 3.38 | 2.01 | 1 |

General Average

Tables 2-23, 2-24, and 2-25 present means and standard deviations of 7th, 8th, and mid-9th grade general averages of Class VII students. On the average, these pupils received about a 77 in their 7th and 8th grades and about a 75 in their mid-year 9th grade.

Metropolitan Achievement Tests

The results of the Metropolitan Achievement Tests are presented in Tables 2-26 to 2-37. Although most students were tested during the middle of the eighth grade there were a sizeable number of exceptions. To allow for this variation in time of testing MAT scores are presented in two ways: in terms of a grade equivalent score and in terms of a score equal to the difference between the grade equivalent and the grade placement at time of testing. This latter measure is called a relative score. A positive value of this relative score indicates that the student performed better than the average student in the norm group with the same grade placement at time of testing. A negative value indicates that the students' performance was poorer than that of the average student with the same grade placement at time of testing.

Reading - Students in Class VII achieved an average grade equivalent of 8.80 on the Paragraph Meaning portion of the Metropolitan Achievement Tests (Table 2-26). The average relative score in Paragraph Meaning was 0.18, indicating about a two-month advancement with respect to grade placement at time of testing (Table 2-27).

Table 2-23

Seventh Grade General Average

Class VII

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 85 | 75.80 | 9.43 | 16 |
| II | 86 | 78.62 | 7.97 | 16 |
| III | 100 | 77.07 | 7.21 | 9 |
| IV | 96 | 75.39 | 7.79 | 21 |
| V | 80 | 75.89 | 8.30 | 8 |
| All Centers | 447 | 76.55 | 8.19 | 70 |

Table 2-24

Eighth Grade General Average

Class VII

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 88 | 77.17 | 8.37 | 13 |
| II | 91 | 79.57 | 7.78 | 11 |
| III | 105 | 78.05 | 9.60 | 4 |
| IV | 96 | 74.85 | 7.60 | 21 |
| V | 83 | 76.09 | 8.01 | 5 |
| All Centers | 463 | 77.17 | 8.46 | 54 |

Table 2-25

Mid-Ninth Grade

General Average

Class VII

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 95 | 76.45 | 7.94 | 6 |
| II | 101 | 76.87 | 9.80 | 1 |
| III | 109 | 76.04 | 6.98 | 0 |
| IV | 116 | 72.31 | 5.67 | 1 |
| V | 88 | 72.80 | 7.61 | 0 |
| All Centers | 509 | 74.87 | 7.87 | 8 |

Table 2-26

Metropolitan Achievement Test:

Reading Paragraph Meaning Score

Class VII

(Grade Equivalent Score)

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 72 | 9.02 | 2.14 | 29 |
| II | 80 | 8.70 | 1.78 | 22 |
| III | 102 | 8.65 | 1.64 | 7 |
| IV | 79 | 9.22 | 1.90 | 38 |
| V | 50 | 8.30 | 1.94 | 38 |
| All Centers | 383 | 8.80 | 1.88 | 134 |

Table 2-27

Metropolitan Achievement Test:
Reading Paragraph Meaning Score

Class VII

(Relative to Grade Placement)

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 72 | 0.18 | 2.14 | 29 |
| II | 81 | 0.13 | 1.86 | 21 |
| III | 101 | -0.07 | 1.72 | 8 |
| IV | 79 | 0.80 | 1.90 | 38 |
| V | 50 | -0.19 | 1.99 | 38 |
| All Centers | 383 | 0.18 | 1.92 | 134 |

The average grade equivalent for the Vocabulary portion of the MAT was 8.72 (Table 2-28). The average relative score was 0.10, representing a month's advancement with respect to grade placement (Table 2-29).

Tables 2-30 and 2-31 present MAT Reading performance in terms of the average of the Paragraph Meaning and Vocabulary scores. The mean grade equivalent was 8.76 (Table 2-30). The mean score relative to grade placement was 0.13, a little over one month in advance of grade placement (Table 2-31).

Mathematics - Students in Class VII achieved an average grade equivalent of 7.29 on the Computation portion of the MAT (Table 2-32). The average relative score in Computation was -1.16, about one year, and two months behind grade placement at time of testing (Table 2-33).

The average grade equivalent for the Problem Solving score was 7.45 (Table 2-34). The average relative score was -0.97, representing about a one-year lag behind grade placement in Problem Solving (Table 2-35).

Tables 2-36 and 2-37 present MAT Mathematics performance in terms of the average of Computation and Problem Solving scores. The mean grade equivalent for the average of the two scores was 7.34. The mean score relative to grade placement was -1.07, about one year and one month behind grade placement.

Attendance

Table 2-38 presents data on the attendance of Class VII students in their first term of the ninth grade. On the average, Class VII students were absent 5.80 days with a standard deviation of 7.32. The large standard deviation indicates that the students were not homogeneous with respect to the number of days they were away from school.

Table 2-28

Metropolitan Achievement Test:
Reading Vocabulary Score

Class VII

(Grade Equivalent Score)

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 72 | 8.75 | 1.97 | 29 |
| II | 79 | 8.45 | 1.92 | 23 |
| III | 101 | 8.92 | 1.55 | 8 |
| IV | 79 | 8.95 | 1.82 | 38 |
| V | 50 | 8.34 | 1.82 | 38 |
| All Centers | 381 | 8.72 | 1.81 | 136 |

Table 2-29

Metropolitan Achievement Test:
Reading Vocabulary Score

Class VII
(Relative to Grade Placement)

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 72 | -0.09 | 2.00 | 29 |
| II | 80 | -0.12 | 1.99 | 22 |
| III | 100 | 0.19 | 1.62 | 9 |
| IV | 79 | 0.53 | 1.83 | 38 |
| V | 50 | -0.15 | 1.86 | 38 |
| All Centers | 381 | 0.10 | 1.86 | 136 |

Table 2-30

Metropolitan Achievement Test

Reading Average of Paragraph Meaning and Vocabulary Scores
Class VII

(Grade Equivalent Score)

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 80 | 8.84 | 1.86 | 21 |
| II | 86 | 8.61 | 1.73 | 16 |
| III | 103 | 8.71 | 1.54 | 6 |
| IV | 95 | 9.07 | 1.66 | 22 |
| V | 59 | 8.44 | 1.74 | 29 |
| All Centers | 423 | 8.76 | 1.70 | 94 |

Table 2-31

Metropolitan Achievement Test:

Reading Average of Paragraph Meaning and Vocabulary Scores

Class VII

(Relative to Grade Placement)

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 80 | 0.02 | 1.85 | 21 |
| II | 86 | 0.02 | 1.80 | 16 |
| III | 102 | -0.01 | 1.59 | 7 |
| IV | 95 | 0.57 | 1.71 | 22 |
| V | 59 | -0.04 | 1.80 | 29 |
| All Centers | 422 | 0.13 | 1.74 | 95 |

Table 2-32

Metropolitan Achievement Test

Math - Computation Score

Class VII

(Grade Equivalent Score)

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 61 | 6.68 | 1.32 | 40 |
| II | 50 | 7.40 | 1.45 | 52 |
| III | 84 | 6.98 | 1.26 | 25 |
| IV | 66 | 7.90 | 1.27 | 51 |
| V | 31 | 7.83 | 1.29 | 57 |
| All Centers | 292 | 7.29 | 1.20 | 225 |

Table 2-33

Metropolitan Achievement Test:

Math - Computation Score

Class VII

(Relative to Grade Placement)

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 61 | -1.79 | 1.31 | 40 |
| II | 48 | -1.08 | 1.50 | 54 |
| III | 84 | -1.40 | 1.29 | 25 |
| IV | 66 | -0.49 | 1.27 | 51 |
| V | 31 | -0.85 | 1.28 | 57 |
| All Centers | 290 | -1.16 | 1.39 | 227 |

Table 2-34

Metropolitan Achievement Test

Math-Problem Solving Score

Class VII

(Grade Equivalent Score)

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 61 | 7.10 | 1.42 | 40 |
| II | 50 | 7.64 | 1.15 | 52 |
| III | 84 | 7.07 | 1.10 | 25 |
| IV | 66 | 7.90 | 1.39 | 51 |
| V | 31 | 7.87 | 1.17 | 57 |
| All Centers | 292 | 7.45 | 1.30 | 225 |

Table 2-35

Metropolitan Achievement Test:

Math-Problem Solving Score

Class VII

(Relative to Grade Placement)

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 61 | -1.37 | 1.39 | 40 |
| II | 49 | -0.84 | 1.16 | 53 |
| III | 84 | -1.29 | 1.17 | 25 |
| IV | 66 | -0.50 | 1.39 | 51 |
| V | 31 | -0.55 | 1.16 | 57 |
| All Centers | 291 | -0.97 | 1.31 | 226 |

Table 2-36

Metropolitan Achievement Test

Math-Average of Computation and Problem Solving

Class VII (Grade Equivalent Score)

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 71 | 6.88 | 1.23 | 30 |
| II | 59 | 7.36 | 1.14 | 43 |
| III | 87 | 6.99 | 1.08 | 22 |
| IV | 74 | 7.90 | 1.28 | 43 |
| V | 48 | 7.76 | 1.14 | 40 |
| All Centers | 339 | 7.34 | 1.24 | 178 |

Table 2-37

Metropolitan Achievement Test:

Math-Average of Computation and Problem Solving

Class VII

(Relative to Grade Placement)

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 71 | -1.57 | 1.22 | 30 |
| II | 58 | -1.11 | 1.17 | 44 |
| III | 87 | -1.32 | 1.20 | 22 |
| IV | 74 | -0.52 | 1.27 | 43 |
| V | 48 | -0.66 | 1.14 | 40 |
| All Centers | 338 | -1.07 | 1.26 | 179 |

Table 2-38

Number of Days Absent Fall
Semester of Ninth Grade

Class VII

| Center | N | MEAN | S.D. | NO INFORMATION |
|---|---|---|---|---|
| I | 84 | 7.19 | 8.49 | 17 |
| II | 91 | 5.34 | 4.48 | 11 |
| III | 96 | 4.72 | 5.58 | 13 |
| IV | 78 | 5.26 | 6.74 | 39 |
| V | 84 | 6.50 | 10.16 | 4 |
| All Centers | 433 | 5.80 | 7.32 | 84 |

Retention

Table 2-39 presents data on the retention of Class VII students during their first year of the program (tenth grade). All changes are accounted for. The first column lists the original enrollment for each Center. The "Drops" category is composed of students who were dropped from the program as well as students who chose to leave. One student was admitted beyond the September 1971 date but dropped out later. Some students were transferred within the program to other Centers and one person was readmitted after having left the program. Forty-three of the original 517 students who enrolled in September 1971 dropped out of the CDD program by June of the following year. The number of students retained was 474, resulting in a retention rate of 91.7%.

TABLE 2-39

Retention Data (1971-1972)

Class VII

| Center | Original Enrollment 9/71 | Drops | Late Admission | Drops Among Late Admits | Transfer In | Transfer Out | Re-Admission | June 1972 or * Sept. 1972 |
|---|---|---|---|---|---|---|---|---|
| I | 101 | 14 | 28 | 0 | 1 | 0 | 0 | 116 |
| II | 102 | 4 | 11 | 0 | 0 | 0 | 0 | 109 |
| III | 109 | 7 | 0 | 0 | 0 | 1 | 0 | 101 |
| IV | 117 | 5 | 1 | 1 | 1 | 0 | 0 | 113 |
| V | 88 | 13 | 5 | 0 | 0 | 1 | 1 | 80 |
| All Centers | 517 | 43 | 45 | 1 | 2 | 2 | 1 | 519 |

* Enrollment at the end of June and the start of school in September are considered the same. Summer drops are officially dropped September 30th.

# CHAPTER 3

## HIGH SCHOOL ATTENDANCE AND ACHIEVEMENT ALL CLASSES

## (1971-1972)

This chapter presents data on academic performance and attendance for Classes V, VI, and VII. Regents grades, because of their greater comparability from Center to Center, are used instead of course grades as measures of academic achievement.

### Fall Semester

#### Class V

Data on fall semester general averages for Class V students (seniors) are presented in Table 3-1. The means ranged from 71.17 to 76.75. For all Centers combined the mean general average was 73.26 with 85.3% of the students receiving averages of 65 and above.

Performance data for the four year English regents for students in Class V are presented in Table 3-2. Means ranged from 51.50 to 77.71 with a combined mean for all Centers of 67.10. The percentage of students who passed the four year English regents was 67.4.

Data on the Class V mathematics regents are presented in Table 3-3. Means ranged from 46.74 to 59.15. The combined mean for all Centers was 51.57 with 30.3% passing.

Attendance data for Class V students for the fall semester are presented in Table 3-4. The mean number of days absent ranged from 7.28 to 13.54, with a mean across Centers of 9.61. There was considerable variability in attendance within the individual Centers.

Table 3-1

Fall Semester

General Average

Class V

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 101 | 71.17 | 12.44 |
| II | 89 | 73.65 | 9.19 |
| III | 71 | 71.20 | 13.61 |
| IV | 93 | 76.75 | 5.64 |
| V | 75 | 73.24 | 8.95 |
| All Centers | 429 | 73.26 [a] | 10.44 |

[a] 85.3% of the students received averages of 65 and above.

Table 3-2

Fall Semester

English Regents

Class V

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 94 | 67.95 | 9.15 |
| II | 81 | 65.59 | 10.67 |
| III | 2 | 51.50 | 3.54 |
| IV | 7 | 77.71 | 4.75 |
| V | - | - | - |
| All Centers | 184 | 67.10[a] | 10.07 |

[a] 67.4% of the students received scores of 65 and above.

Table 3-3
Fall Semester
Math Regents
Class V

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 13 | 59.15 | 9.81 |
| II | 24 | 48.63 | 14.83 |
| III | 3 | 56.00 | 18.52 |
| IV | 19 | 46.74 | 19.04 |
| V | 7 | 58.86 | 19.32 |
| All Centers | 66 | 51.57[a] | 16.41 |

[a]30.3% of the students received scores of 65 and above.

Table 3-4
Fall Semester
Absences
Class V

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 67 | 9.40 | 10.57 |
| II | 87 | 10.59 | 8.41 |
| III | 71 | 13.54 | 13.43 |
| IV | 93 | 7.28 | 5.55 |
| V | 75 | 7.81 | 6.33 |
| All Centers | 393 | 9.61 | 9.29 |

Class VI

The means and standard deviations of general averages for students in Class VI (juniors) are presented in Table 3-5. The means ranged from 70.19 to 74.78. The combined mean for all Centers was 72.66 with 83.8% of the students receiving averages of 65 and above.

Table 3-6 presents performance data for the fall semester mathematics regents for students in Class VI. The means ranged from 49.19 to 62.63 with a combined mean for all Centers of 55.42. The percentage of students who passed the fall semester math regents was 32.2.

Data on absences for the fall semester are presented in Table 3-7. The mean number of days absent ranged from 6.31 to 11.58 with a combined mean of 8.82 for the five Centers. There was considerable variability in attendance within the individual Centers.

Class VII

The means and standard deviations of general averages for students in Class VII (sophomores) are presented in Table 3-8. The means for the Centers varied from 69.08 to 75.78. For all Centers combined the mean was 72.19 with 85.3% of the students receiving grades of 65 and above.

Table 3-9 presents data on the fall semester math regents for students in Class VII. The means ranged from 43.17 to 56.67. Across Centers the mean was 50.06 with 31.5% of the students receiving passing scores.

Attendance data for Class VII students for the fall semester are presented in Table 3-10. The mean number of days absent ranged from 4.68 to 10.91. For all Centers combined the mean was 7.04.

Table 3-5
Fall Semester
General Average
Class VI

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 107 | 70.19 | 17.24 |
| II | 67 | 74.78 | 9.51 |
| III | 107 | 73.66 | 9.71 |
| IV | 75 | 74.44 | 5.99 |
| V | 70 | 71.00 | 6.33 |
| All Centers | 426 | 72.66[a] | 11.31 |

[a]83.8% of the students received averages of 65 and above.

Table 3-6
Fall Semester
Math Regents
Class VI

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 10 | 58.60 | 13.37 |
| II | 16 | 49.19 | 22.01 |
| III | 14 | 50.50 | 10.23 |
| IV | - | - | - |
| V | 19 | 62.63 | 15.93 |
| All Centers | 59 | 55.42[a] | 17.05 |

[a]32.2% of the students received scores of 65 and above.

Table 3-7
Fall Semester
Absences
Class VI

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 76 | 10.84 | 14.37 |
| II | 64 | 8.31 | 7.16 |
| III | 74 | 11.58 | 11.68 |
| IV | 73 | 6.77 | 4.81 |
| V | 70 | 6.31 | 4.75 |
| All Centers | 357 | 8.82 | 9.70 |

Table 3-8
Fall Semester
General Average
Class VII

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 108 | 69.08 | 15.49 |
| II | 107 | 75.78 | 9.22 |
| III | 104 | 74.41 | 9.06 |
| IV | 114 | 72.28 | 7.28 |
| V | 78 | 73.17 | 7.81 |
| All Centers | 511 | 72.91[a] | 10.53 |

[a]85.3% of the students received averages of 65 and above.

Table 3-9
Fall Semester
Math Regents
Class VII

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 28 | 48.07 | 16.42 |
| II | 45 | 56.67 | 24.83 |
| III | 35 | 43.17 | 20.82 |
| IV | - | - | - |
| V | - | - | - |
| All Centers | 108 | 50.06[a] | 22.23 |

[a] 31.5% of the students received scores of 65 and above.

Table 3-10
Fall Semester
Absences
Class VII

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 77 | 10.91 | 12.38 |
| II | 70 | 6.84 | 6.32 |
| III | 72 | 8.18 | 7.19 |
| IV | 111 | 4.68 | 4.46 |
| V | 78 | 5.68 | 6.77 |
| All Centers | 408 | 7.04 | 7.96 |

Spring Semester

Class V

Data on spring semester general averages for Class V students (seniors) are presented in Table 3-11. Means varied from 71.08 to 75.46, with a combined mean for all Centers of 73.91. Eighty-seven point nine percent of the students achieved averages of 65 or better.

Data for the spring semester English regents for students in Class V are presented in Table 3-12. The means for the five Centers ranged from 61.29 to 70.04. For all Centers combined the mean score was 66.65 with 74.8% of the students receiving passing grades.

Table 3-13 presents data on the spring semester history regents for students in Class V. Means for the five Centers ranged from 67.66 to 72.32. For all Centers combined the mean grade was 69.64 with 82.7% of the students receiving passing grades.

Data for the spring semester mathematics regents for Class V are presented in Table 3-14. The means ranged from 42.67 to 57.72, with a combined mean for all Centers of 53.73. The percentage of students who received passing grades was 30.3.

The means and standard deviations of the grades received by Class V students on the spring semester science regents are presented in Table 3-15. The Center means ranged from 51.86 to 71.56. For all Centers combined the mean score was 62.21 with 45.7% of the students passing.

Performance data on the spring semester foreign language regents for Class V students are presented in Table 3-16. Means for the Centers

Table 3-11
Spring Semester
General Average
Class V

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 100 | 73.24 | 11.38 |
| II | 86 | 74.80 | 8.77 |
| III | 65 | 71.08 | 16.15 |
| IV | 92 | 74.59 | 7.13 |
| V | 71 | 75.46 | 11.48 |
| All Centers | 414 | 73.91[a] | 11.09 |

[a] 87.9% of the students received averages of 65 and above.

Table 3-12
Spring Semester
English Regents
Class V

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 24 | 61.29 | 11.46 |
| II | 32 | 65.28 | 11.89 |
| III | 51 | 65.35 | 10.92 |
| IV | 74 | 70.04 | 8.44 |
| V | 69 | 66.49 | 11.78 |
| All Centers | 250 | 66.65[a] | 10.92 |

[a] 74.8% of the students received scores of 65 and above.

Table 3-13
Spring Semester
History Regents
Class V

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 88 | 67.66 | 9.94 |
| II | 59 | 72.32 | 11.19 |
| III | 51 | 70.75 | 10.47 |
| IV | 59 | 70.00 | 8.79 |
| V | 66 | 68.70 | 12.55 |
| All Centers | 323 | 69.64[a] | 10.71 |

[a] 82.7% of the students received grades of 65 and above.

Table 3-14
Spring Semester
Math Regents
Class V

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 18 | 57.72 | 18.09 |
| II | 23 | 56.96 | 20.05 |
| III | 10 | 51.70 | 9.90 |
| IV | 35 | 51.09 | 15.43 |
| V | 3 | 42.67 | 18.61 |
| All Centers | 89 | 53.73[a] | 16.94 |

[a] 30.3% of the students received scores of 65 and above.

Table 3-15
Spring Semester
Science Regents
Class V

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 59 | 60.85 | 10.76 |
| II | 30 | 60.77 | 14.97 |
| III | 7 | 51.86 | 11.11 |
| IV | 25 | 71.56 | 11.80 |
| V | 19 | 60.21 | 14.45 |
| All Centers | 140 | 62.21[a] | 13.21 |

[a] 45.7% of the students received scores of 65 and above.

Table 3-16
Spring Semester
Foreign Language Regents
Class V

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 9 | 82.56 | 10.04 |
| II | 7 | 65.43 | 19.81 |
| III | 15 | 73.27 | 17.84 |
| IV | 14 | 73.43 | 9.12 |
| V | 23 | 63.65 | 20.57 |
| All Centers | 68 | 70.47[a] | 17.62 |

[a] 73.5% of the students received averages of 65 and above.

ranged from 63.65 to 82.56. For all Centers combined the mean score was 70.47 with 73.5% of the students receiving passing grades.

Table 3-17 presents data on the attendance of students in Class V during the spring semester. The mean number of days absent ranged from 8.54 to 18.52. For all Centers combined the mean was 12.45.

Data on the attendance of students in Class V during the academic year 1971-1972 are presented in Table 3-18. Means for the five Centers varied from 15.88 to 31.09. For all five Centers combined the mean number of days absent was 21.71.

Class VI

Data on general averages for students in Class VI (juniors) are presented in Table 3-19. Center means ranged from 70.00 to 75.93. The mean for all Centers combined was 72.40 with 81.5% of the students receiving averages of 65 and above. The averages of students in Centers IV and V were more homogeneous than those of students in the other Centers.

Data on the spring semester mathematics regents for Class VI are presented in Table 3-20. Means ranged from 49.07 to 61.39 with a combined mean for all Centers of 56.99. The percentage of students who received passing grades was 44.5.

Table 3-21 presents performance data on the spring semester science regents for students in Class VI. Means for the various Centers ranged from 56.10 to 65.86, with a combined mean for all Centers of 58.09. The percentage of students who passed was 32.9.

Table 3-17
Spring Semester
Absences
Class V

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 96 | 12.14 | 11.86 |
| II | 84 | 11.81 | 9.69 |
| III | 64 | 18.52 | 15.36 |
| IV | 90 | 8.54 | 7.20 |
| V | 71 | 13.13 | 9.47 |
| All Centers | 405 | 12.45 | 11.20 |

Table 3-18
TOTAL
Absences
Class V

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 96 | 21.21 | 17.86 |
| II | 81 | 22.51 | 17.01 |
| III | 64 | 31.09 | 27.47 |
| IV | 90 | 15.88 | 11.49 |
| V | 71 | 20.42 | 14.14 |
| All Centers | 402 | 21.71 | 18.39 |

Table 3-19
Spring Semester
General Average
Class VI

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 98 | 72.13 | 16.15 |
| II | 68 | 72.21 | 12.52 |
| III | 109 | 70.00 | 12.19 |
| IV | 74 | 75.93 | 6.73 |
| V | 63 | 73.05 | 5.90 |
| All Centers | 412 | 72.40[a] | 11.97 |

[a] 81.5% of the students received averages of 65 and above.

Table 3-20
Spring Semester
Math Regents
Class VI

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 37 | 61.30 | 18.91 |
| II | 23 | 61.39 | 20.94 |
| III | 68 | 56.26 | 20.61 |
| IV | 54 | 57.31 | 16.67 |
| V | 29 | 49.07 | 20.83 |
| All Centers | 211 | 56.99[a] | 19.62 |

[a] 44.5% of the students received grades of 65 and above.

Table 3-21
Spring Semester
Science Regents
Class VI

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 26 | 56.50 | 12.25 |
| II | 57 | 56.12 | 14.20 |
| III | 88 | 56.10 | 11.96 |
| IV | 36 | 65.86 | 8.41 |
| V | 57 | 58.93 | 12.96 |
| All Centers | 264 | 58.09[a] | 12.67 |

[a] 32.9% of the students scored 65 and above.

Table 3-22
Spring Semester
Foreign Language Regents
Class VI

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 28 | 77.21 | 13.99 |
| II | 17 | 79.76 | 13.85 |
| III | 54 | 75.46 | 18.20 |
| IV | 29 | 63.86 | 10.63 |
| V | 31 | 63.74 | 18.83 |
| All Centers | 159 | 71.83[a] | 17.09 |

[a] 71.1% of the students received grades of 65 and above.

Performance data on the spring semester foreign language regents for Class VI are presented in Table 3-22. The means ranged from 63.74 to 79.76. For all Centers combined the mean was 71.83 with 71.1% of the students receiving passing grades.

Data on spring semester attendance for Class VI are presented in Table 3-23. The mean number of days absent for Class VI students ranged from 7.70 to 14.47. For all Centers combined the average was 11.16. Variability within the individual Centers was high.

Data on total absences of Class VI students during the academic year 1971-72 are presented in Table 3-24. The Center means varied from 13.94 to 25.87. For all Centers combined the mean was 19.49.

Class VII

Table 3-25 presents data on general averages for the spring semester for Class VII students (sophomores). The Center means varied from 69.45 to 74.74. For all Centers combined the mean was 72.00 with 81.6% of the students receiving averages of 65 and above.

Performance data on the spring semester math regents for Class VII are presented in Table 3-26. Means for the five Centers ranged from 48.67 to 60.31. For all Centers combined the mean score attained was 55.11 with 39.0% of the students passing.

Data on the spring semester science regents for Class VII are presented in Table 3-27. The means for the Centers varied from 53.61 to 66.74. For all Centers combined the mean was 62.09 with 44.1% of the students receiving passing grades.

Data on the spring semester foreign language regents for students in Class VII are presented in Table 3-28. Means for the five Centers

Table 3-23

Spring Semester

Absences

Class VI

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 98 | 11.38 | 17.37 |
| II | 68 | 12.00 | 12.26 |
| III | 107 | 14.47 | 13.62 |
| IV | 75 | 8.33 | 5.24 |
| V | 64 | 7.70 | 5.84 |
| All Centers | 412 | 11.16 | 12.65 |

Table 3-24

Total Absences

Class VI

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 98 | 21.26 | 29.58 |
| II | 65 | 20.23 | 18.16 |
| III | 75 | 25.87 | 22.89 |
| IV | 73 | 14.79 | 8.95 |
| V | 64 | 13.94 | 9.63 |
| All Centers | 375 | 19.49 | 20.90 |

Table 3-25
Spring Semester
General Average
Class VII

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 109 | 69.59 | 15.21 |
| II | 103 | 72.83 | 11.48 |
| III | 100 | 69.45 | 13.97 |
| IV | 114 | 73.86 | 6.42 |
| V | 80 | 74.74 | 7.12 |
| All Centers | 506 | 72.00[a] | 11.67 |

[a] 81.6% of the students received averages of 65 and above.

Table 3-26
Spring Semester
Math Regents
Class VII

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 47 | 55.38 | 17.41 |
| II | 50 | 57.66 | 21.22 |
| III | 64 | 48.67 | 23.17 |
| IV | 62 | 60.31 | 13.61 |
| V | 31 | 53.48 | 14.26 |
| All Centers | 254 | 55.11[a] | 19.07 |

[a] 39.0% of the students scored 65 and above.

Table 3-27
Spring Semester
Science Regents
Class VII

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 75 | 62.59 | 11.12 |
| II | 86 | 66.74 | 11.59 |
| III | 87 | 60.84 | 13.60 |
| IV | 106 | 65.16 | 10.51 |
| V | 77 | 53.61 | 11.87 |
| All Centers | 431 | 62.09[a] | 12.51 |

[a] 44.1% of the students received grades of 65 and above.

Table 3-28
Spring Semester
Foreign Language Regents
Class VII

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 59 | 77.03 | 18.23 |
| II | 52 | 73.50 | 19.03 |
| III | 75 | 61.53 | 22.64 |
| IV | 72 | 68.56 | 13.83 |
| V | 46 | 58.65 | 18.27 |
| All Centers | 304 | 67.81[a] | 19.72 |

[a] 61.2% of the students received grades of 65 and above.

Table 3-29

Spring Semester

Absences

Class VII

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 106 | 12.66 | 10.37 |
| II | 67 | 8.67 | 8.36 |
| III | 99 | 14.88 | 15.14 |
| IV | 114 | 6.57 | 4.91 |
| V | 80 | 7.91 | 8.59 |
| All Centers | 466 | 10.25 | 10.55 |

Table 3-30

Total Absences

Class VII

| Center | N | Mean | S.D. |
|---|---|---|---|
| I | 105 | 20.82 | 14.46 |
| II | 66 | 14.76 | 11.15 |
| III | 71 | 21.11 | 18.40 |
| IV | 112 | 11.28 | 8.08 |
| V | 80 | 13.95 | 14.88 |
| All Centers | 434 | 16.22 | 14.05 |

ranged from 58.65 to 77.03, with a combined mean of 67.81. The percentage of students who passed the foreign language regents was 61.2.

Table 3-29 presents attendance data for the spring semester for Class VII. The mean number of days absent ranged from 6.57 to 14.88. For all Centers combined the mean number of days absent was 10.25. Variability was high within individual Centers.

Data on absences for the academic year 1971-1972 for students in Class VII are presented in Table 3-30. The mean number of days absent varied from 11.28 to 20.82. For all Centers combined the mean was 16.22 days. Variability with the individual Centers was high.

# CHAPTER 4

## COLLEGE PROGRESS OF CDD STUDENTS IN CLASSES I, II, III and IV

One of the major aims of the College Discovery and Development Program has been to identify students with high potential and to improve their chances for advanced education. The study reported here is one of a series undertaken to give an account of the college progress of College Discovery and Development students in New York City.

As of September 1972, CDD Class I had completed four years of college, Class II three years, Class III two years, and Class IV one year. Class V, enrolled in the tenth grade in September 1969, had just started college.

During the fall of 1972, college transcripts were collected for all Class I, Class II, Class III and Class IV students in CUNY who could be located. (Problems in locating students in SUNY and private colleges led to a decision not to include their data in this report.) The N's recorded here for each CDD class are somewhat smaller than the total of all CDD students enrolled in CUNY colleges. Often a student's written consent was required by the college before it would release his transcript. Because a student's address while attending college was sometimes difficult to obtain, transcript release authorization in these cases was not received. In other instances CDD had lost contact with certain students who moved from one college to another within the City University.

The performance and status of those CUNY students for whom college transcripts were obtained have been summarized in terms of the following measures: enrollment by semester, graduation rate, retention rate for four semesters, grade point average (by semester and cumulative) and the

number of credits each student had attempted, earned, failed, passed, left incomplete, or from which he withdrew (by semester). Course grades were quantified by assigning numerical values as follows: A=4.00, B=3.00, C=2.00, D=1.00, F=0.00.

College Status of CDD Students Attending The City University of New York

Tables 4-1 through 4-8 present data on the college status of Class I, II, III, and IV, based on transcripts received prior to February 1973. It should be remembered that the acquisition of new data will result in increased frequencies in some of the cells of the tables. Note also that data from private and SUNY colleges are not entered in these tables but were contained in the Fifth Annual Report (1969-1970).

Table 4-1 reports the status of Class I graduates enrolled in CUNY Community Colleges. Of the 207 students who entered the City University in September 1968, 168 (81.2%) enrolled in one of the community colleges. Forty-one Associate of Arts Degrees were awarded during the period of eight semesters. Nineteen of the graduates re-enrolled in a four-year college. Three students continued on for a ninth semester.

Table 4-2 shows the enrollment of Class I students in CUNY senior colleges. Thirty-nine of the initial 207 students (18.8%) began their first semester in CUNY senior colleges in September 1968; by the end of the eighth semester there were a total of 12 graduates. Forty students enrolled for a ninth semester.

Corresponding data for Class II indicates that 146 of the 164 enrollees (89.0%) in CUNY entered Community Colleges in September 1969, as presented in Table 4-3. Associate Degrees were awarded to 43 students during a span of 6 semesters, and 7 students went on to a seventh semester. Fifteen of the 43 graduates re-enrolled in four-year colleges.

Table 4-1

Status of Class I Graduates
Enrolled in CUNY Community Colleges

| | SEMESTERS | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| Initial Enrollees | 168 | | | | | | | | | |
| Re-enrollees from Previous Semester | | 156 | 134 | 109 | 67 | 35 | 12 | 7 | 3 | |
| Late Entries | | | | 1 | | | | | | |
| Re-entries | | 1 | 1 | | 1 | | | 2 | | |
| Drops | 12 | 21 | 25 | 29 | 14 | 11 | 2 | 3 | | |
| Leaves of Absence | | | 1 | 2 | 1 | | | | | |
| Transfers Out to CUNY | | 1 | | | 2 | 2 | | | | |
| Transfers Out to Other Institutions | | | | | 1 | | | | | |
| Graduates with Associate Degrees (Not Re-enrolled in CUNY 4-yr. Colleges) | | | | 6 | 8 | 5 | | 3 | | 22 |
| Graduates with Associate Degrees (Re-Enrolled in CUNY 4-yr. Colleges) | | | | 4 | 6 | 4 | 1 | | | 15 |
| Graduates with Associate Degrees (Re-Enrolled in Non-CUNY 4-yr. Colleges) | | | | 2 | 1 | 1 | | | | 4 |
| TOTAL COLLEGE GRADUATES | | | | 12 | 15 | 10 | 1 | 3 | | 41 |

Total College Graduates

Table 4-2

Status of Class I Graduates
Enrolled in CUNY Senior Colleges

| | SEMESTERS | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Initial Enrollees | 39 | | | | | | | | |
| Enrollees from Previous Semesters | | 34 | 31 | 30 | 30 | 38 | 47 | 52 | 40 |
| Late Entries | | | | | | | | | |
| Re-Entries | | | 1 | | 1 | | | | |
| Transfers in From CUNY | | | | | 4 | 2 | 1 | 2 | |
| Transfers in from Other Institutions | | | | | | | | | |
| Graduated in: From 2 year CUNY | | | | | 5 | 8 | 6 | 1 | |
| Drops | 5 | 3 | 1 | | 1 | 1 | 2 | | |
| Leaves of Absence | | | 1 | | | | | | |
| Transfers Out: To CUNY | | | | | | | | | |
| Transfers Out: To Other Institutions | | | | | | | | | |
| Graduated from 4 year CUNY | | | | | 101 | | | 12 | |
| | | | | | | | | | |

Table 4-3

Status of Class II Graduates
Enrolled in CUNY Community Colleges

| | SEMESTERS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Initial Enrollees | 146 | | | | | | | |
| Re-enrollees from Previous Semester | | 124 | 99 | 93 | 63 | 38 | 7 | |
| Late Entries | | 3 | 2 | | | | | |
| Re-entries | | | | | 1 | | | |
| Drops | 21 | 29 | 7 | 14 | 14 | 16 | | |
| Leaves of Absence | | | 1 | | 1 | | | |
| Transfers Out to CUNY | | | | | 1 | | | |
| Transfers Out to Other Institutions | | | | | | | | Total College Graduates |
| Graduates with Associate Degrees (Not Re-enrolled in CUNY 4-yr. Colleges) | | | | 10 | 4 | 14 | | 28 |
| Graduates with Associate Degrees (Re-enrolled in CUNY 4-yr. Colleges) | | | | 3 | 9 | 1 | | 13 |
| Graduates with Associate Degrees (Re-enrolled in Non-CUNY 4-yr. colleges) | | | | 2 | | | | 2 |
| Total College Graduates | | | | 15 | 13 | 15 | | 43 |

Senior colleges had an initial enrollment of 18 students from Class II (11.0% of 164) (Table 4-4). By September 1972 (7th semester) 26 students were enrolled, 6 of whom had transferred in from other CUNY institutions previous semester.

In September 1970, 58 of the 126 Class III students (46.0%) who registered in CUNY started their first semester in Community Colleges (Table 4-5). After 4 semesters 5 students had graduated with Associate of Arts Degrees, two of whom re-enrolled in CUNY 4-year colleges. As of September 1972, 23 students were enrolled for a fifth semester.

Sixty-eight Class III students (54.0% of 126) entered their first semester in a CUNY senior college in September 1970 as shown in Table 4-6. Thirty-seven students went on to a fifth semester in September 1972 (Table 4-6).

Table 4-7 details the college disposition of Class IV students who entered CUNY Community Colleges. It shows that 97 of the 206 students (47.1%) started their first semester in September 1971. By September 1972, 63 students were enrolled for a third semester.

Table 4-8 presents the College progress of Class IV CUNY senior college students. One hundred and nine (52.9% of 206) of these students registered for their first semester in September 1971. September of the following year showed 93 students enrolled for a third semester.

Four-Semester Retention Rate: CDD VS. CUNY

Data recently released by CUNY allows us to compare the rate of retention of CDD students enrolled in CUNY colleges with those of all CUNY students.[1] The retention rate as defined by the authors of the CUNY study

[1] David E. Lavin and Richard Silberstein, "Student Retention Under Open Admissions At The City University of New York: September 1970 Enrollees Followed Through Four Semesters," The (New York) Sunday News, March 17, 1974, p. 34.

Table 4-4

Status of Class II Graduates
Enrolled in CUNY Senior Colleges

| | SEMESTERS | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Initial Enrollees | 18 | | | | | | |
| Re-enrollees from Previous Semester | | 17 | 18 | 18 | 16 | 20 | 26 |
| Late Entries | | | | | | | |
| Re-Entries | | | | | | | |
| Transfers in from CUNY | | 1 | | | 4 | 6 | |
| Transfers in from other Institutions | | | | | | | |
| Graduated in: From 2 yr. CUNY | | | | | | | |
| Drops | | | | 2 | | | |
| Leaves of Absence | | | | | | | |
| Transfers Out: To CUNY | 1 | | | | | | |
| Transfers Out: To Other Institutions | | | | | | | |

Table 4-5

Status of Class III Graduates
Enrolled in CUNY Community Colleges

| | SEMESTERS | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| Initial Enrollees | 58 | | | | | |
| Re-enrollees from Previous Semester | | 54 | 37 | 36 | 23 | |
| Late Entries | | 1 | | | | |
| Re-entries | | | 2 | | | |
| Drops | 4 | 17 | 1 | 6 | | |
| Leaves of Absence | 1 | 1 | | 1 | | |
| Transfers Out to CUNY | | | | | | |
| Transfers Out to Other Institutions | | | | | | Total College Graduates |
| Graduates with Associate Degrees (Not Re-enrolled in CUNY 4-yr. Colleges) | | | | 3 | | 3 |
| Graduates with Associate Degrees (Re-enrolled in CUNY 4-yr. Colleges) | | | | 2 | | 2 |
| Graduates with Associate Degrees (Re-enrolled in Non-CUNY 4-yr. Colleges) | | | | 105 | | |
| Total College Graduates | | | | 5 | | 5 |

Table 4-6

Status of Class III Graduates
Enrolled in CUNY Senior Colleges

| | SEMESTERS | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Initial Enrollees | 68 | | | | |
| Re- enrollees from Previous Semester | | 60 | 52 | 47 | 37 |
| Late Entries | | | | | |
| Re-entries | | | | | |
| Tranfers In from CUNY | | | | 1 | |
| Transfers in from Other Institutions | | | | | |
| Graduated in: From 2-year CUNY | | | | | |
| Drops | 8 | 8 | 4 | 7 | |
| Leaves of Abence | | | | 2 | |
| Transfers Out: To CUNY | | | | | |
| Transfers Out: To Other Institutions | | | | | |

Table 4-7

Status of Class IV Graduates
Enrolled in CUNY Community Colleges

| | SEMESTERS | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| Initial Enrollees | 97 | | |
| Re-enrollees from Previous Semester | | 77 | 63 |
| Late Entries | | | |
| Re-entries | | | |
| Drops | 1[illegible] | 12 | |
| Leave of Absence | 3 | 2 | |
| Transfers Out to CUNY | | | |
| Transfers Out to Other Institution | | | |

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Table 4-8

Status of Class IV Graduates
Enrolled in CUNY Senior Colleges

| | SEMESTERS | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| Initial Enrollees | 109 | | |
| Re- enrollees from Previous Semester | | 104 | 93 |
| Late Entries | | | |
| Re-entries | | | |
| Transfers in from CUNY | | | |
| Transfers in from Other Institutions | | | |
| Graduate in: From 2-yr. College | | | |
| Drops | 5 | 11 | |
| Leaves of Absence | | | |
| Transfers out to CUNY | | | |
| Transfers out to Other Institution | | | |

was "the proportion of the original cohort of freshmen who entered in Fall 1970, who registered for all of the first four semesters at any college in CUNY."[2] Counted as retained are those students who transferred within the City University from one college to another. For purposes of comparison the retention rate for CDD students was defined in the same way, except for the date of initial enrollment. For Class III this date was Fall 1970, the same as for the CUNY study. For Classes I and II the dates were Fall, 1968 and Fall, 1969, respectively.

Table 4-9 presents the four semester retention rates for CDD I, II, III and the CUNY freshmen who registered in Fall, 1970. Students in Classes I and II had a higher retention rate than the CUNY students for both senior and community colleges. Class III senior college students were retained at a lower rate than the CUNY students, while the reverse was true for Class III community college students. Combining the data for Classes I, II, and III leads to an overall retention rate of 75.2% for students in senior colleges and 62.1% for those in community colleges. Each of these values exceeds the corresponding value for CUNY Fall 1970 freshmen. For Classes I, II, and III, and for the CUNY students as well, retention was higher in the senior colleges than in the community colleges.

College Academic Performance of CDD Graduates by Semester

Tables 4-10 through 4-13 present an overview of the academic performance of CDD students (Classes I, II, III, and IV) in terms of grade point average (GPA), credits earned (A,B,C, or D), failed, passed, incomplete, and withdrawn.

[2] Lavin and Silberstein, loc. cit.

Table 4-9

Four-Semester Retention Rate

CDD I, II, and III vs. CUNY 1970 Freshman

| Class | Type of College | Total Matriculants CDD | Total Matriculants CUNY | Total Present all Four Semesters CDD | Total Present all Four Semesters CUNY | Retention Rate (%) CDD | Retention Rate (%) CUNY |
|---|---|---|---|---|---|---|---|
| I | Senior | 39 | 19,279 | 29 | 13,766 | 74.3 | 71.4 |
| | Community | 168 | 14,133 | 109 | 7,260 | 64.9 | 51.4 |
| II | Senior | 18 | 19,279 | 18 | 13,766 | 100.0 | 71.4 |
| | Community | 146 | 14,133 | 89 | 7,260 | 60.9 | 51.4 |
| III | Senior | 68 | 19,279 | 47 | 13,766 | 69.1 | 71.4 |
| | Community | 58 | 14,133 | 33 | 7,260 | 56.9 | 51.4 |

TABLE 4-10

COLLEGE ACADEMIC PERFORMANCE OF
CLASS I GRADUATES BY SEMESTER

| No GPA | Semester | N | GPA* Mean | GPA* S.D. | CREDITS Attempted Mean | Attempted S.D. | Earned Mean | Earned S.D. | Earned Mean % | Failed Mean | Failed S.D. | Failed Mean % | Passed Mean | Passed S.D. | Passed Mean % | Incomplete Mean | Incomplete S.D. | Incomplete Mean % | Withdrawn Mean | Withdrawn S.D. | Withdrawn Mean % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | 1st | 201 | 1.63 | 0.81 | 13.12 | 3.84 | 9.00 | 5.32 | 67.91 | 1.92 | 3.27 | 15.26 | 0.04 | 0.37 | 00.27 | 0.11 | 0.71 | 00.81 | 2.00 | 3.62 | 15.71 |
| 13 | 2nd | 182 | 1.82 | 0.84 | 15.60 | 5.97 | 10.80 | 6.42 | 66.35 | 1.83 | 2.31 | 12.38 | 0.42 | 1.77 | 02.71 | 0.12 | 0.65 | 00.96 | 2.39 | 3.88 | 17.54 |
| 14 | 3rd | 159 | 1.85 | 0.97 | 13.27 | 3.67 | 8.93 | 5.63 | 65.73 | 1.58 | 2.75 | 12.71 | 0.04 | 0.46 | 00.38 | 0.31 | 1.48 | 03.03 | 2.36 | 3.97 | 18.10 |
| 8 | 4th | 134 | 2.31 | 0.85 | 14.00 | 3.91 | 9.27 | 5.43 | 65.87 | 0.32 | 1.04 | 02.29 | 0.89 | 2.20 | 06.34 | 1.12 | 2.55 | 08.07 | 2.36 | 3.50 | 17.37 |
| 9 | 5th | 100 | 2.38 | 0.84 | 14.90 | 4.76 | 10.67 | 6.52 | 69.89 | 0.85 | 2.08 | 05.64 | 0.52 | 2.05 | 03.41 | 0.67 | 1.91 | 04.63 | 2.15 | 3.54 | 16.39 |
| 8 | 6th | 71 | 2.51 | 0.92 | 15.33 | 4.07 | 10.89 | 6.57 | 70.74 | 0.36 | 1.41 | 02.92 | 1.10 | 4.03 | 05.57 | 1.35 | 2.90 | 09.71 | 1.59 | 3.42 | 11.02 |
| 10 | 7th | 52 | 2.42 | 1.05 | 12.75 | 3.31 | 8.07 | 5.73 | 63.53 | 0.57 | 1.40 | 05.79 | 1.68 | 4.47 | 11.62 | 1.21 | 3.21 | 07.78 | 1.18 | 2.95 | 11.24 |
| 4 | 8th | 39 | 2.60 | 0.93 | 15.92 | 4.28 | 10.96 | 5.84 | 69.86 | 0.60 | 1.74 | 04.18 | 2.30 | 5.06 | 14.34 | 1.07 | 2.88 | 05.41 | 0.96 | 2.04 | 06.16 |

TABLE 4-11
COLLEGE ACADEMIC PERFORMANCE OF
CLASS II GRADUATES BY SEMESTER

| No GPA | Semester | N | GPA* Mean | GPA* S.D. | CREDITS Attempted Mean | Attempted S.D. | Earned Mean | Earned S.D. | Earned Mean % | Failed Mean | Failed S.D. | Failed Mean % | Passed Mean | Passed S.D. | Passed Mean % | Incomplete Mean | Incomplete S.D. | Incomplete Mean % | Withdrawn Mean | Withdrawn S.D. | Withdrawn Mean % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 1st | 162 | 1.73 | 0.89 | 13.43 | 3.17 | 9.49 | 5.24 | 68.94 | 1.71 | 2.90 | 13.62 | 0.03 | 0.34 | 00.28 | 0.25 | 1.40 | 01.82 | 1.90 | 3.24 | 15.28 |
| 14 | 2nd | 141 | 2.21 | 0.82 | 13.83 | 2.56 | 8.57 | 5.43 | 59.75 | 0.29 | 1.08 | 02.41 | 1.06 | 2.26 | 07.73 | 0.82 | 1.95 | 06.41 | 3.06 | 3.80 | 23.64 |
| 5 | 3rd | 111 | 2.13 | 0.83 | 16.03 | 4.43 | 12.28 | 6.51 | 74.45 | 1.03 | 2.25 | 07.28 | 0.16 | 0.82 | 00.99 | 0.65 | 1.87 | 04.64 | 1.87 | 3.01 | 12.60 |
| 4 | 4th | 107 | 2.20 | 0.88 | 16.04 | 4.39 | 11.89 | 6.08 | 72.25 | 1.04 | 2.33 | 06.75 | 0.08 | 0.50 | 00.58 | 0.89 | 1.92 | 05.65 | 2.10 | 3.17 | 14.71 |
| 7 | 5th | 75 | 2.17 | 0.99 | 12.93 | 3.56 | 08.29 | 5.29 | 61.53 | 1.08 | 2.13 | 08.50 | 0.07 | 0.48 | 00.56 | 0.83 | 1.69 | 06.44 | 2.62 | 3.63 | 22.88 |
| 2 | 6th | 49 | 2.60 | 0.85 | 13.94 | 6.02 | 11.50 | 6.64 | 79.83 | 0.54 | 1.82 | 04.52 | 0.39 | 1.57 | 01.92 | 0.46 | 1.21 | 04.87 | 1.01 | 1.95 | 08.81 |

* Numerical grade values are equivalent to letter grades as follows: A=4.00; B=3.00; C=2.00; D=1.00; F=0.00

TABLE 4-12

COLLEGE ACADEMIC PERFORMANCE OF
CLASS III GRADUATES BY SEMESTER

| No GPA | Semester | N | GPA* Mean | S.D. | CREDITS Attempted Mean | S.D. | Earned Mean | S.D. | Mean % | Failed Mean | S.D. | Mean % | Passed Mean | S.D. | Mean % | Incomplete Mean | S.D. | Mean % | Withdrawn Mean | S.D. | Mean % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 1st | 121 | 2.05 | 0.88 | 12.98 | 2.96 | 8.91 | 4.88 | 67.18 | 1.60 | 3.12 | 12.63 | 0.43 | 1.01 | 03.43 | 0.75 | 1.64 | 06.41 | 1.25 | 2.85 | 10.29 |
| 4 | 2nd | 108 | 1.94 | 0.94 | 14.70 | 3.64 | 9.00 | 5.63 | 59.64 | 1.89 | 3.11 | 13.24 | 0.43 | 1.10 | 02.96 | 0.86 | 1.80 | 06.61 | 2.50 | 3.58 | 17.51 |
| 9 | 3rd | 84 | 2.03 | 0.89 | 13.47 | 3.30 | 9.17 | 5.32 | 65.84 | 1.12 | 2.34 | 09.03 | 0.21 | 1.02 | 01.60 | 0.71 | 1.88 | 06.49 | 2.23 | 3.79 | 17.00 |
| 10 | 4th | 73 | 2.03 | 0.85 | 15.71 | 5.10 | 10.67 | 6.78 | 64.20 | 1.42 | 2.59 | 09.42 | 0.18 | 0.99 | 01.10 | 0.57 | 1.32 | 04.42 | 2.83 | 4.52 | 20.83 |

TABLE 4-13

COLLEGE ACADEMIC PERFORMANCE OF
CLASS IV GRADUATES BY SEMESTER

| No GPA | Semester | N | GPA* Mean | S.D. | CREDITS Attempted Mean | S.D. | Earned Mean | S.D. | Mean % | Failed Mean | S.D. | Mean % | Passed Mean | S.D. | Mean % | Incomplete Mean | S.D. | Mean % | Withdrawn Mean | S.D. | Mean % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | 1st | 196 | 2.12 | 0.93 | 11.12 | 4.10 | 7.51 | 4.93 | 65.40 | 0.95 | 2.41 | 08.20 | 0.69 | 1.44 | 07.48 | 0.78 | 1.67 | 07.07 | 1.15 | 2.60 | 09.76 |
| 14 | 2nd | 168 | 1.96 | 0.98 | 14.53 | 4.16 | 9.04 | 6.18 | 58.35 | 1.52 | 2.62 | 11.64 | 0.46 | 1.40 | 03.26 | 1.17 | 2.05 | 08.56 | 2.31 | 3.43 | 18.14 |

* Numerical grade values are equivalent to letter grades as follows: A=4.00; B=3.00; C=2.00; D=1.00; F=0.00

Additional variables were created by dividing the number of credits a student earned, failed, passed, left incomplete and/or withdrawn by the number of credits he attempted and multiplying the result by 100. The means of these variables are displayed in the column labelled "Mean %".

The calculation of GPAs was based only on courses for which letter grades were assigned: A,B,C,D, or F. In courses with a pass-fail option, the grade of P was not quantified and was therefore excluded from calculations of GPA. However, a grade of F in a pass-fail course was counted, having been assigned a numerical value of zero.

For some students in each semester all the courses they attempted resulted in a combination of passes, incompletes, and withdrawals. No GPAs were computed for these students. The number of such students in each semester is displayed in the column labelled "NO GPA". The "N" column refers to the number of students who attempted credits (and for whom transcripts were available). Therefore, to find the number of students having GPAs in any semester, subtract "NO GPA" from "N".

For Class I (Table 4-10) the mean grade point average (GPA) for the first semester in college was 1.63 a little better than a D+. By the eighth semester, this average had increased to 2.60 (somewhat above a C+) for those students remaining in college. It should be kept in mind that these tables present data for senior and community colleges combined, and by the eighth semester some of the students originally registered at community colleges had graduated. Class II (Table 4-11) reveals a similar picture concerning GPA. The mean GPA for the first semester in college was 1.73 which is about half way between a D+ and a C. For the sixth semester, this average was 2.60, better than a C+. For Class III the mean GPA for the first semester was 2.05, a little more than a C, and 2.03 for the fourth semester (Table 4-12). Class IV (Table 4-13) had a mean GPA of 2.12 for the first

semester (slightly above a C) and for the second semester the GPA was 1.96 or a high C-.

The total number of credits a student has successfully completed can be found by summing the categories of credits earned (grades of A,B,C, or D) and credits passed (courses for which no mark other than P is given).

As would be expected, students who continued in college earned higher GPA s undertook a heavier program and successfully completed more credits. Class I on the average, successfully completed 9.04 (9.00 earned + 0.04 passed) credits during the first semester and 13.26 (10.96 + 2.30) during the eighth semester. This same trend is also found in Class II. During the first semester students in this class successfully completed, on the average, 9.52 (9.49 + 0.03) credits and 11.89 (11.50 + 0.39) credits during the sixth semester. Even though the mean GPA for Class III dropped slightly to 1.94 for the second semester, mean credits successfully completed did show a slight increase from 9.34 (8.91+ 0.43) to 10.85 (10.67 + 0.18). Class IV showed 8.20 (7.51 + 0.69) credits completed in the first semester and an increase during the second semester to 9.50 (9.04 + 0.46).

During the first semester of college work, the mean value of the ratio of the number of credits earned by a student to the number of credits he attempted was about 67% (Class I = 67.9%, Class II = 68.9%, Class III = 67.2%, and Class IV = 65.4%). Failures and withdrawals accounted for approximately equal proportions of the unearned credits, while a small percent of the credits attempted resulted in incompletes.

Table 4-14 presents data on cumulative GPA for all classes based on the number of semesters completed. The mean cumulative GPA for those Class I students remaining in college after eight semesters was 2.37, a little less than a C+. Class II students remaining in college after six semesters achieved a mean cumulative GPA of 2.27. After four semesters Class III

Table 4-14

Cumulative GPAs By Semester For
CDD I, II, III and IV

| Number of Semesters | CDD I | | | CDD II | | | CDD III | | | CDD IV | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Mean | S.D. | N | Mean | S.D. | N | Mean | S.D | N | Mean | S.D. |
| 1 | 189 | 1.64 | 0.82 | 158 | 1.70 | 0.91 | 119 | 2.06 | 0.88 | 184 | 2.12 | 0.91 |
| 2 | 182 | 1.72 | 0.68 | 141 | 1.92 | 0.74 | 112 | 2.00 | 0.74 | 160 | 2.09 | 0.83 |
| 3 | 161 | 1.83 | 0.63 | 113 | 2.08 | 0.55 | 83 | 2.08 | 0.57 | | | |
| 4 | 137 | 2.01 | 0.54 | 104 | 2.16 | 0.51 | 65 | 2.14 | 0.52 | | | |
| 5 | 99 | 2.07 | 0.48 | 74 | 2.14 | 0.51 | | | | | | |
| 6 | 70 | 2.18 | 0.48 | 48 | 2.27 | 0.46 | | | | | | |
| 7 | 52 | 2.26 | 0.52 | | | | | | | | | |
| 8 | 34 | 2.37 | 0.51 | | | | | | | | | |

students had a cumulative GPA of 2.14 on the average while the mean cumulative GPA for Class IV students after 2 semesters was 2.09.

Summary

This chapter provided data on the college status and performance of CDD Classes I, II, III, and IV. Academic performance data (grade point averages, number of credits attempted, etc.) were reported only for those students attending The City University of New York. Due to difficulties in obtaining transcripts of men and women enrolled in other institutions, data for these students are not reported.

A total of 703 students in Classes I, II, III, and IV registered for their first semester in colleges within City University. By the Fall of 1972 12 had graduated with bachelor's degrees, 89 with Associate of Arts degrees, and 292 were still enrolled.

# CHAPTER 5

# HIGH SCHOOL GRADUATION AND ADMISSION TO COLLEGE

## CLASS V

In September 1969 CDD Class V, comprised of 546 students, entered the College Discovery and Development Program as sophomores.

Of these 546 students, 415 (76.0%) were graduated by January 1973. Academic diplomas were awarded to 240 (57.8%) of the graduates and the remaining 175 (42.2%) students received general diplomas (Table 5-1).

The post-secondary disposition of Class V is summarized in Table 5-2. Of the 415 high school graduates 370 (89.1%) are known to have entered college. Among these 370 college entrants, 262 (70.8%) entered The City University of New York, and 108 (29.2%) entered State or private colleges. Thirty-six (8.7%) of the 415 graduates are known not to have entered colleges. To date, it has not been possible to verify the post-high school activities of the remaining nine students.

As a result of a consortium arrangement between City University and Columbia University, 57 of the original CDD Class V entrants were able to participate in Project Double Discovery (PDD--An Upward Bound Program) (Table 5-3). This project complemented the CDD program by utilizing the summer months to further help students reach their college goals. By January 1973, 43 of the original 57 (75.4%) had completed high school. Of these 43 graduates 39 (90.7%) were entered into colleges.

Table 5-1

Diplomas Issued

Class V

| CENTER | TOTAL | GENERAL | | ACADEMIC | |
|---|---|---|---|---|---|
| | | N | % | N | % |
| I | 98 | 29 | 29.6 | 69 | 70.4 |
| II | 95 | 44 | 46.3 | 51 | 53.7 |
| III | 58 | 34 | 58.6 | 24 | 41.4 |
| IV | 91 | 21 | 23.1 | 70 | 76.9 |
| V | 73 | 47 | 64.4 | 26 | 35.6 |
| TOTAL | 415 | 175 | 42.2 | 240 | 57.8 |

TABLE 5-2

POST-SECONDARY DISPOSITION OF CDD V GRADUATES

(BY CENTER)

| CENTER | N | CUNY 4 yr. | % | CUNY 2 yr. | % | SUNY | % | PRIVATE | % | WORK/MIL. SVC. | % | UNKNOWN | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I | 98 | 44 | 44.9 | 25 | 25.5 | 5 | 5.1 | 16 | 16.3 | 8 | 8.2 | 0 | - |
| II | 95 | 36 | 37.9 | 25 | 26.3 | 8 | 8.4 | 20 | 21.1 | 4 | 4.2 | 2 | 2.1 |
| III | 58 | 31 | 53.5 | 9 | 15.5 | 9 | 15.5 | 6 | 10.3 | 3 | 5.2 | 0 | - |
| IV | 91 | 12 | 13.2 | 40 | 43.9 | 6 | 6.6 | 24 | 26.4 | 5 | 5.5 | 4 | 4.4 |
| V | 73 | 12 | 16.4 | 28 | 38.4 | 2 | 2.7 | 12 | 16.4 | 16 | 21.9 | 3 | 4.1 |
| TOTAL | 415 | 135 | 32.5 | 127 | 30.6 | 30 | 7.2 | 78 | 18.8 | 36 | 8.7 | 9 | 2.2 |

Table 5-3

POST-SECONDARY DISPOSITION OF CDD V GRADUATES

(SHOWING PDD GRADUATES)

| | CDD V TOTAL | | | PDD TOTAL | | | NON-PDD TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|
| PROGRAM | N | % of H.S. Grads (base 415) | % of H.S. Entrants (base 546) | N | % of H.S. Grads (base 43) | % of H.S. Entrants (base 57) | N | % of H.S. Grads (base 372) | % of H.S. Entrants (base 489) |
| 4 year CUNY | 135 | 32.5 | 24.7 | 17 | 39.5 | 29.8 | 118 | 31.7 | 24.1 |
| 2 year CUNY | 127 | 30.6 | 23.3 | 8 | 18.6 | 14.0 | 119 | 32.0 | 24.3 |
| SUNY | 30 | 7.2 | 5.5 | 7 | 16.3 | 12.3 | 23 | 6.2 | 4.7 |
| Other | 78 | 18.8 | 14.3 | 7 | 16.3 | 12.3 | 71 | 19.1 | 14.5 |
| TOTALS | | | | | | | | | |
| High School Grads | 415 | 100.0 | 76.0 | 43 | 100.0 | 75.4 | 372 | 100.1 | 76.0 |
| College Entrants | 370 | 89.1 | 67.8 | 39 | 90.7 | 68.4 | 331 | 89.0 | 67.6 |
| Not At College | 36 | 8.7 | 6.6 | 2 | 4.7 | 3.5 | 34 | 9.1 | 7.0 |
| Not Located | 9 | 2.2 | 1.6 | 2 | 4.7 | 3.5 | 7 | 1.9 | 1.4 |

# CHAPTER 6

## A SOCIO-ECONOMIC OVERVIEW OF CLASSES I-VII

For the seventh report, we believe that the accumulated intake data since the inception of the program, presents an opportunity to make some observations of certain socio-economic variables reported by the seven entering classes to date. Seven classes are enrolled in the program: CDD I, admitted in September 1965; CDD II, admitted in September 1966; CDD III, admitted in September 1967; etc.

This chapter describes each class in terms of socio-economic data taken from their application forms. The observable socio-economic variables that are dealt with here relate to some initial conditions of each class that might effect their graduating from high school and success in college. In this connection, the following graphic illustrations will be presented:

- Sex distribution
- Ethnic distribution
- Age in Years
- Percent of families with both parents alive and living together
- Mean number of persons in family
- Crowdedness (mean number of persons per room)
- Mean monthly rent per room
- Average gross weekly income per family member
- Relationship of average actual gross weekly income and effective weekly income per family member
- Parents total years of schooling
- Percent of working mothers
- Adjusted life chances score

For each CDD class, values are calculated based on the total N in the five Centers. Any interaction between center and class will therefore be obscured.

## SOCIO-ECONOMIC DATA

### Sex Distribution

This distribution is presented in Figure 6-1. Although the total number of males and females enrolled in the College Discovery and Development Program has been approximately equal, a trend in sex distribution has been evident. Whereas Class I selected 22.4% more males than females, Class II, 14.6% and Class III, 11.4%; Class VII has demonstrated a significant reversal in selecting 16.4% more females.

### Ethnic Distribution

The ethnic distribution of Classes I-VII is shown in Figure 6-2. Hispanic students have represented approximately 25% of the population and their proportional representation in each class has been virtually constant. By contrast, the White and Oriental enrollment has dropped from 34.8% to 12.6% between 1965 and 1971, while the Black enrollees have increased their representation from 42.3% to 64.8% over this same period.

### Age in Years

The age in years of the students, presented in Figure 6-3, is computed on the basis of the students' ages in September when entering the program. The mean age of the students selected since 1965 was quite constant, ranging from 15.3 to 15.4 years of age.

FIGURE 6-1

College Discovery Enrollment by Sex
Classes I-VII
(CDD)

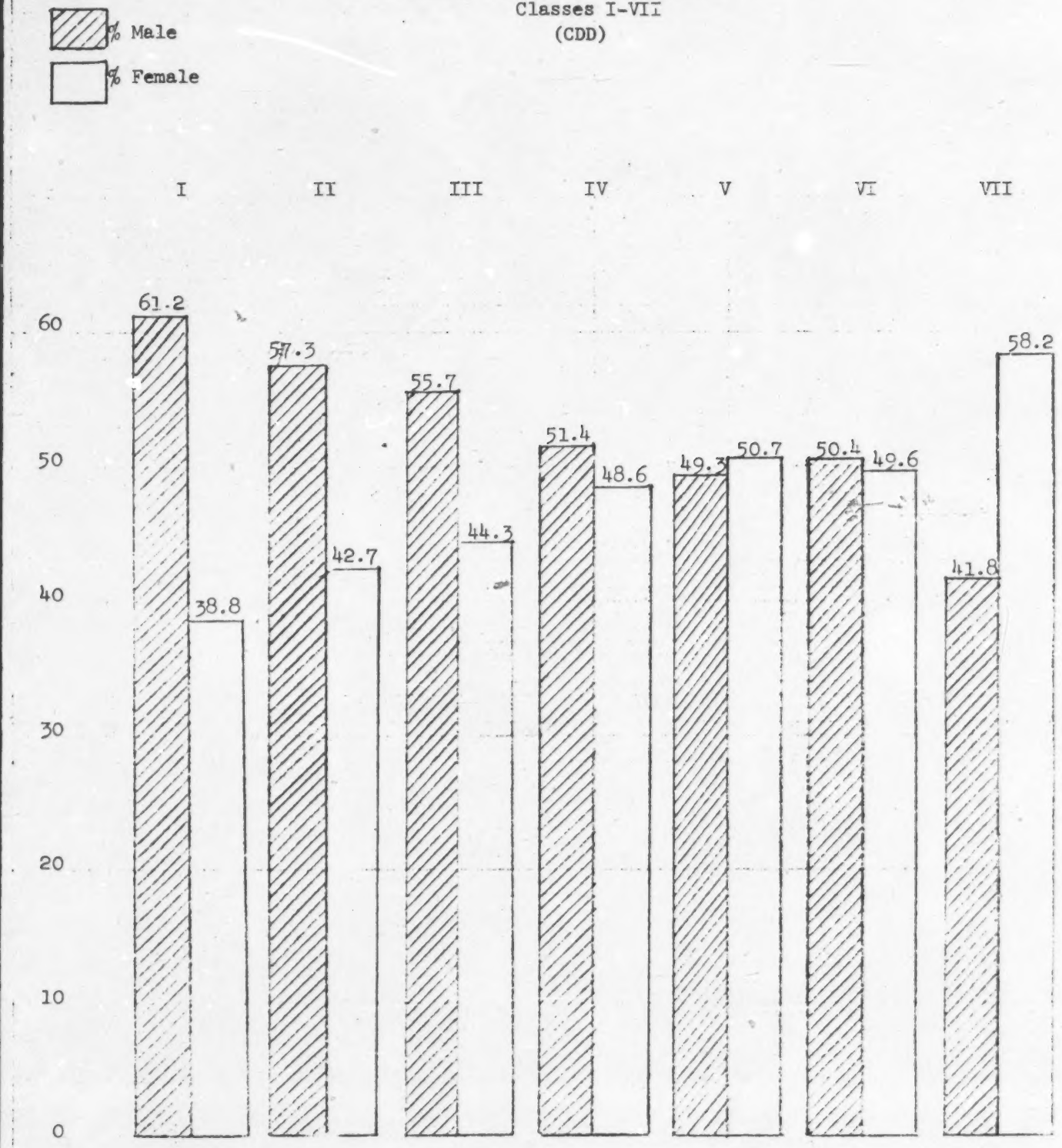


FIGURE 6-2

Comparison of Ethnic Distribution of
Classes I-VII at Time of Enrollment
All Centers

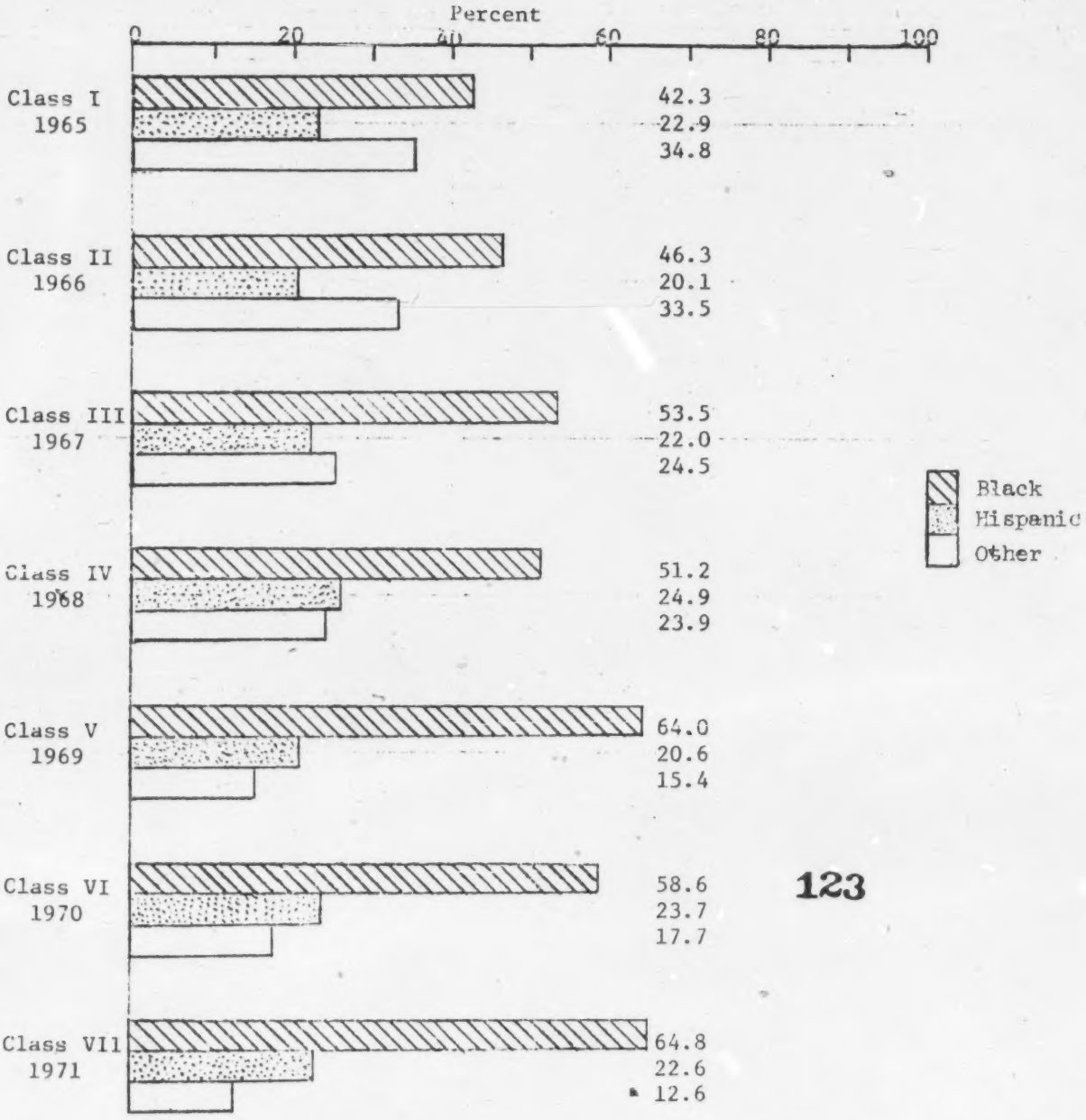
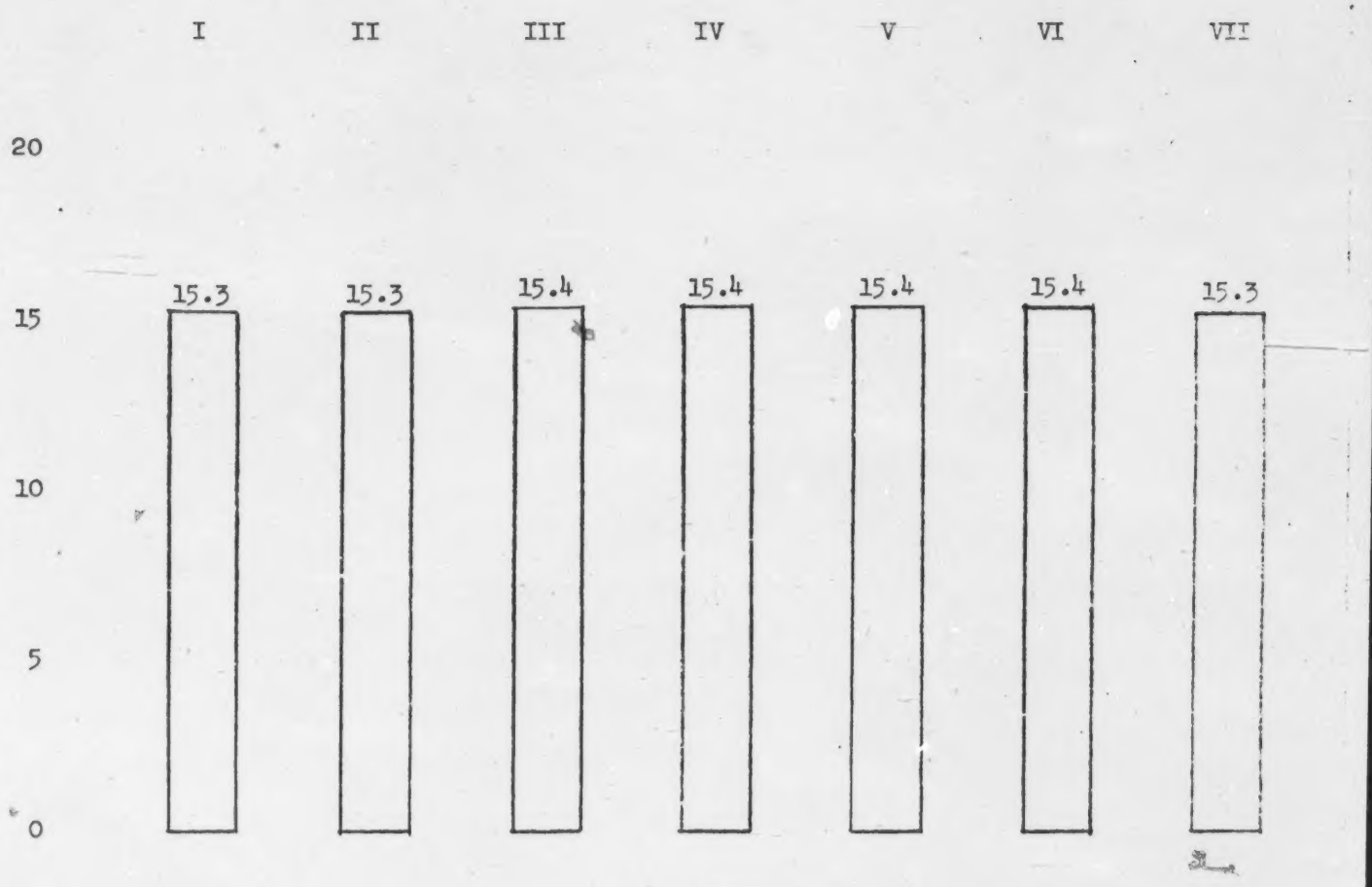


FIGURE 6-3

Age in Years
CDD I-VII



Intactness of Family

Figure 6-4 shows responses to a question on the Personal Information Form asking if the parents are alive and living together. A small percentage of these responding students may not actually be living with these same parents. The results show that the lowest percentage of intact families was reported by Class I (55%), the highest by Class IV (58.2%).

Living Conditions

Figure 6-5 illustrates the mean number of persons in a CDD household. This mean has been relatively constant over the years ranging from 5.24 (Class I), to 5.56 (Class III). Figure 6-6 represents the mean number of persons in the home divided by the mean number rooms. The resulting variable is the mean number of persons per room, or, the "crowdedness" variable. The crowdedness variable shows that the range in the number of persons per room was from 1.01 (Class I) to 1.20 (Class II). The inference is that a considerable number of CDD students live in overcrowded households (less than one room per person).

Monthly Rent per Room

Figure 6-7 illustrates the mean monthly rent per room paid by CDD families in the year when students applied for the program. Since

FIGURE 6-4

% of Families With Both Parents
Alive and Living Together
CDD I-VII

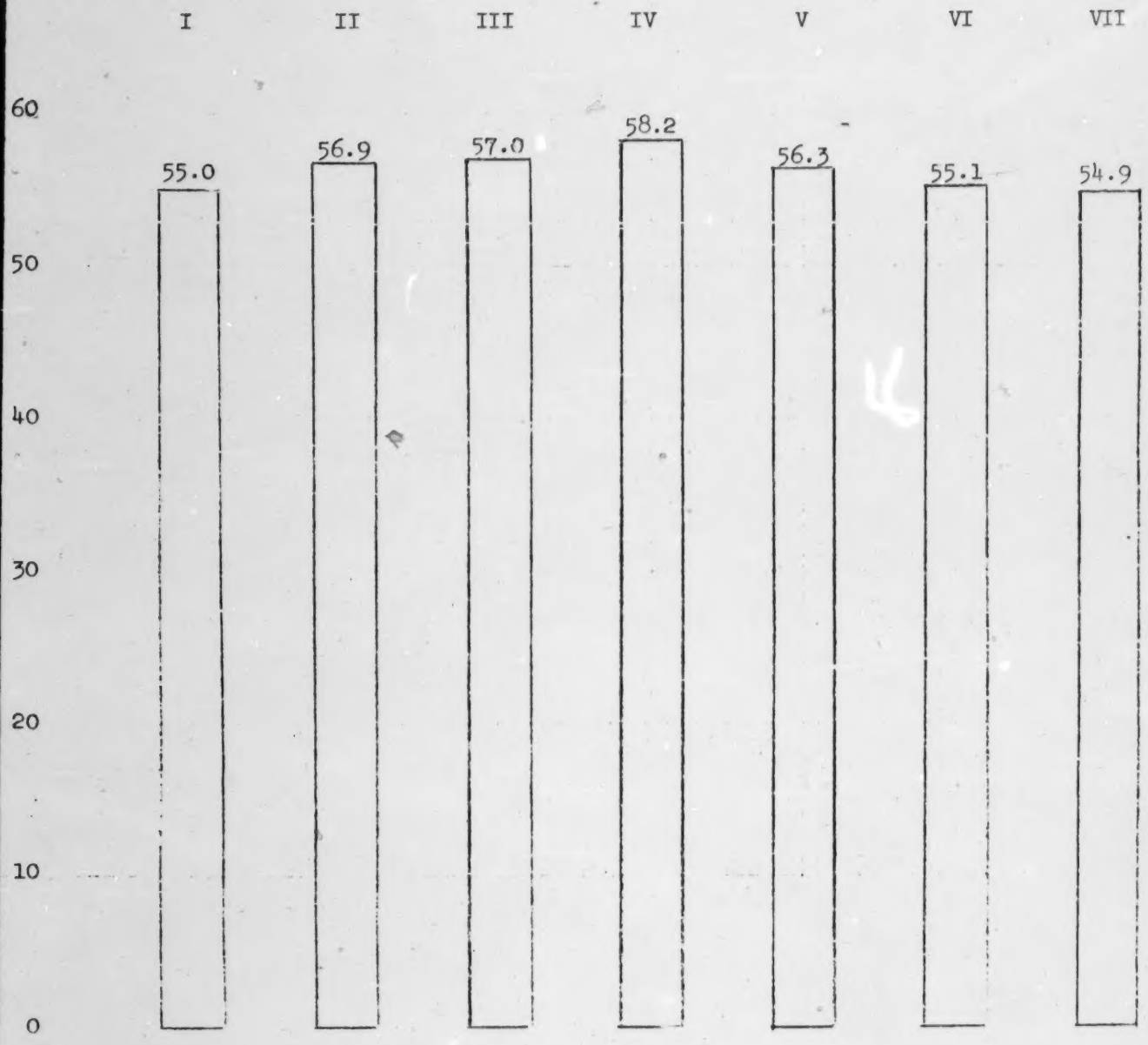


FIGURE 6-5

Mean Number of Persons in Family

CDD I-VII

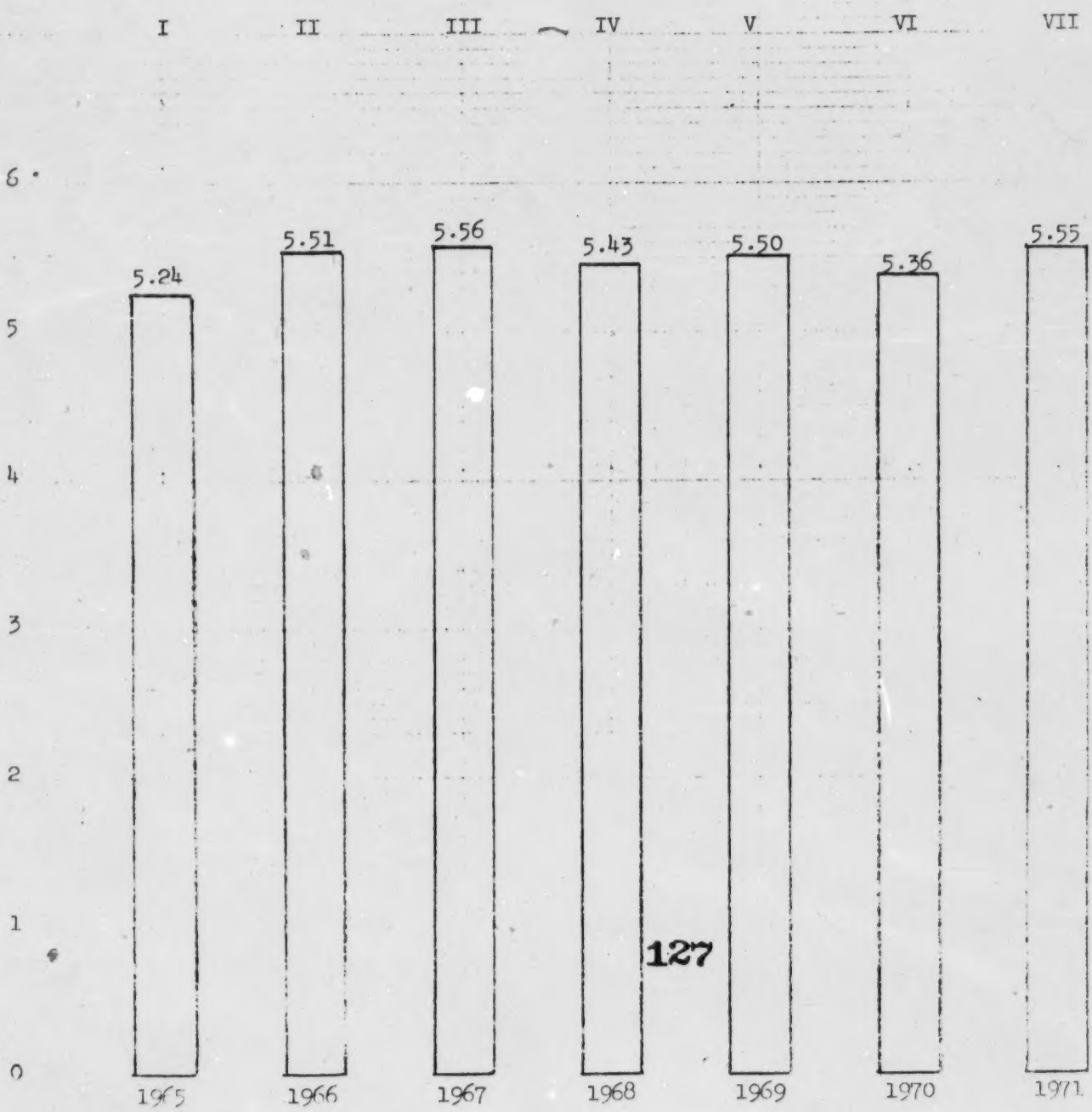


FIGURE 6-6

CROWDEDNESS
Mean Number of Persons Per Room
CDD - I-VII

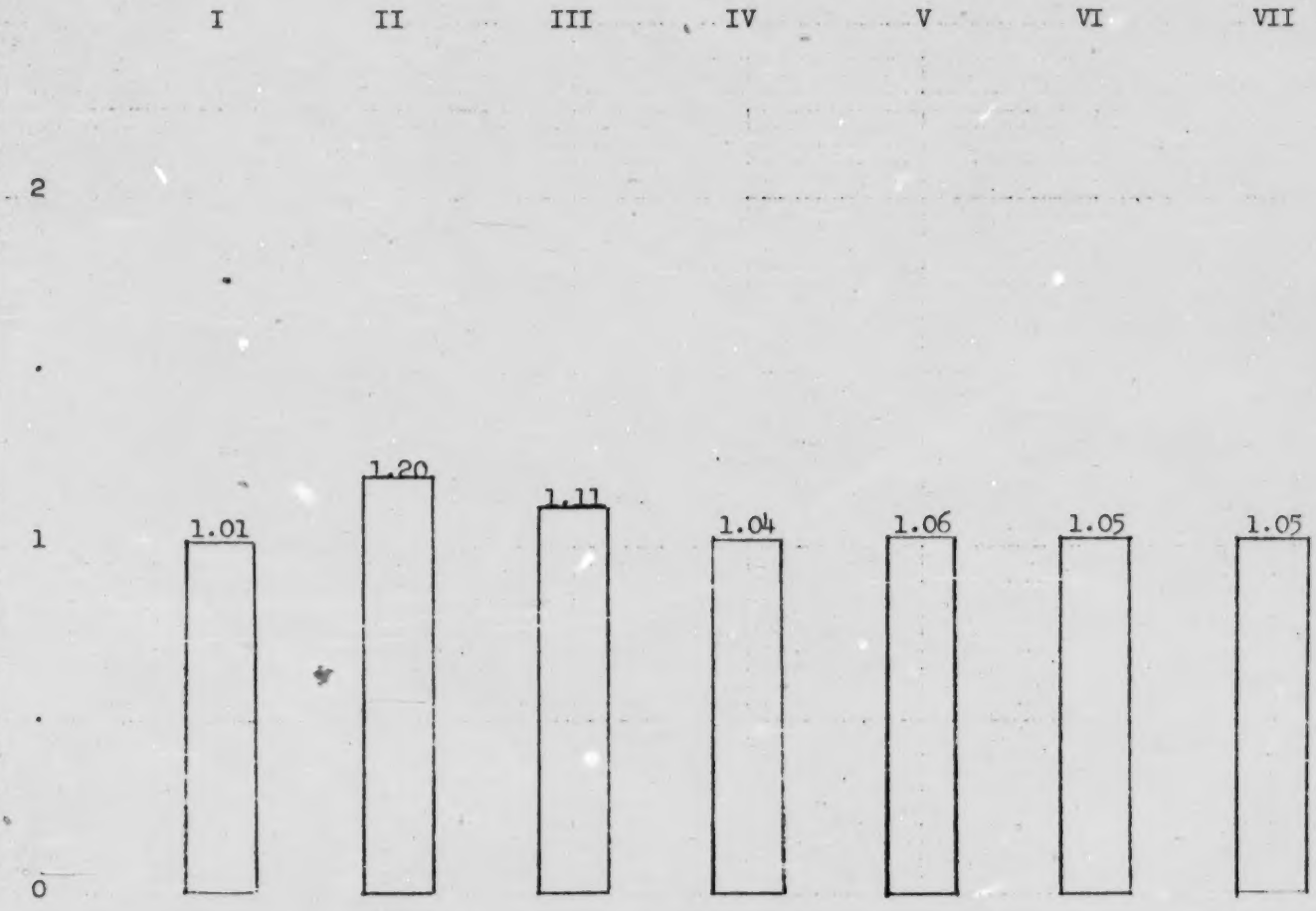
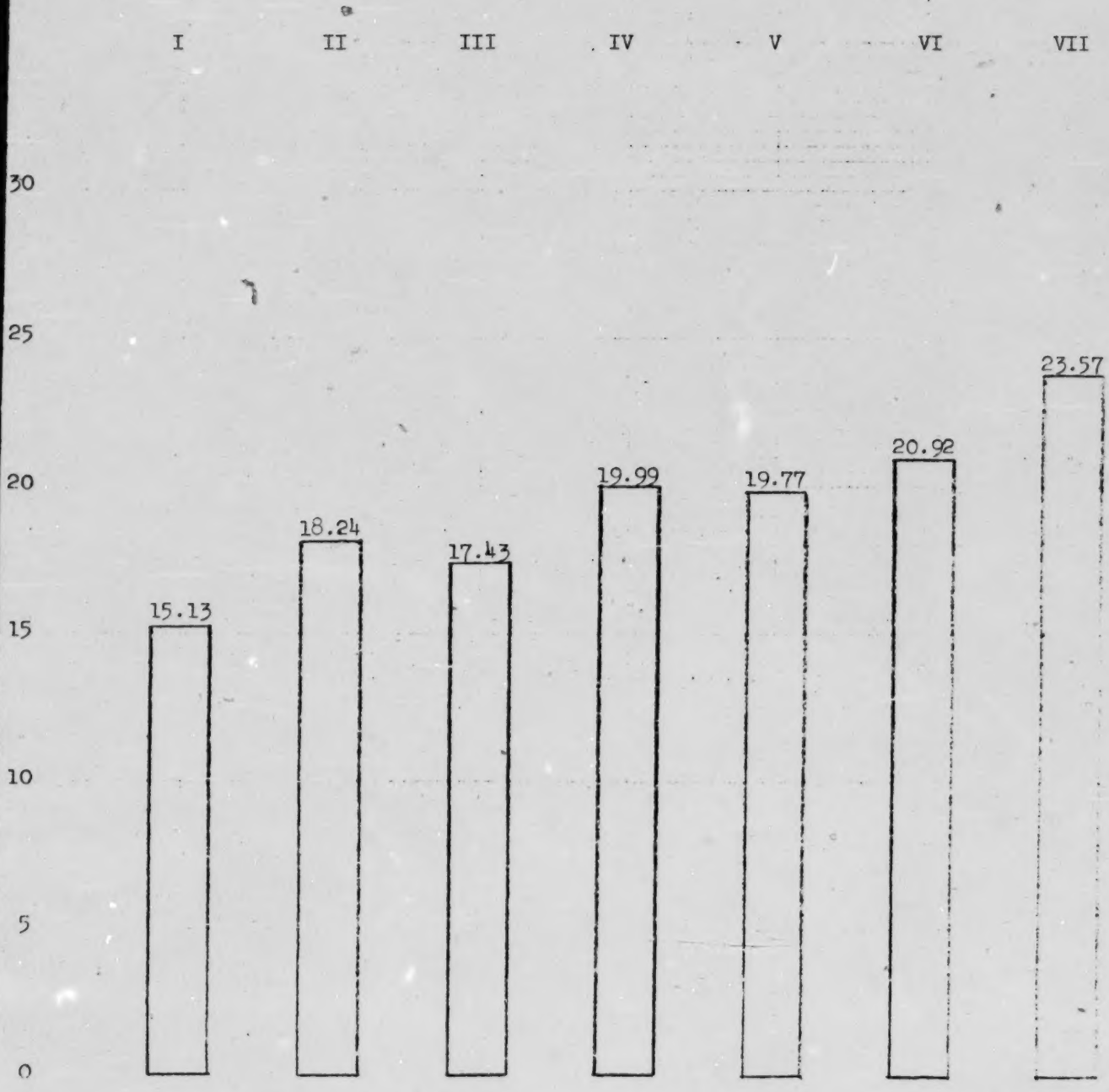


FIGURE 6-7

Mean Monthly Rent Per Room
CDD I-VII




* Figures represent cost in dollars per room

1965 the cost per room has increased by eight dollars and forty-four cents (55.8%) with the sharpest increase occurring in 1971 (Class VII). A comparison of the 55.8% increase in monthly rent with the 36.9% increase in weekly earnings (Figure 6-8) indicates that Class VII is spending a larger portion of its income on rent than the Class I family did.

Family Income

Figure 6-8 represents the mean gross weekly income per family member. Actual weekly income per family member rose from $18.61 in 1965 to $25.48 in 1971, an increase of $6.87, or, 36.9%. Effective gross weekly income per family member, based on the purchase power of the dollar (Table 6-1), increased from $18.61 in 1965 to $19.08 in 1971. Table 6-1 presents the relationship of the CDD actual and effective income. Interpretation of this comparison points out that inflation has consumed $6.40 of the $6.87 increase in personal income. Figure 6-9 further illustrates this relationship.

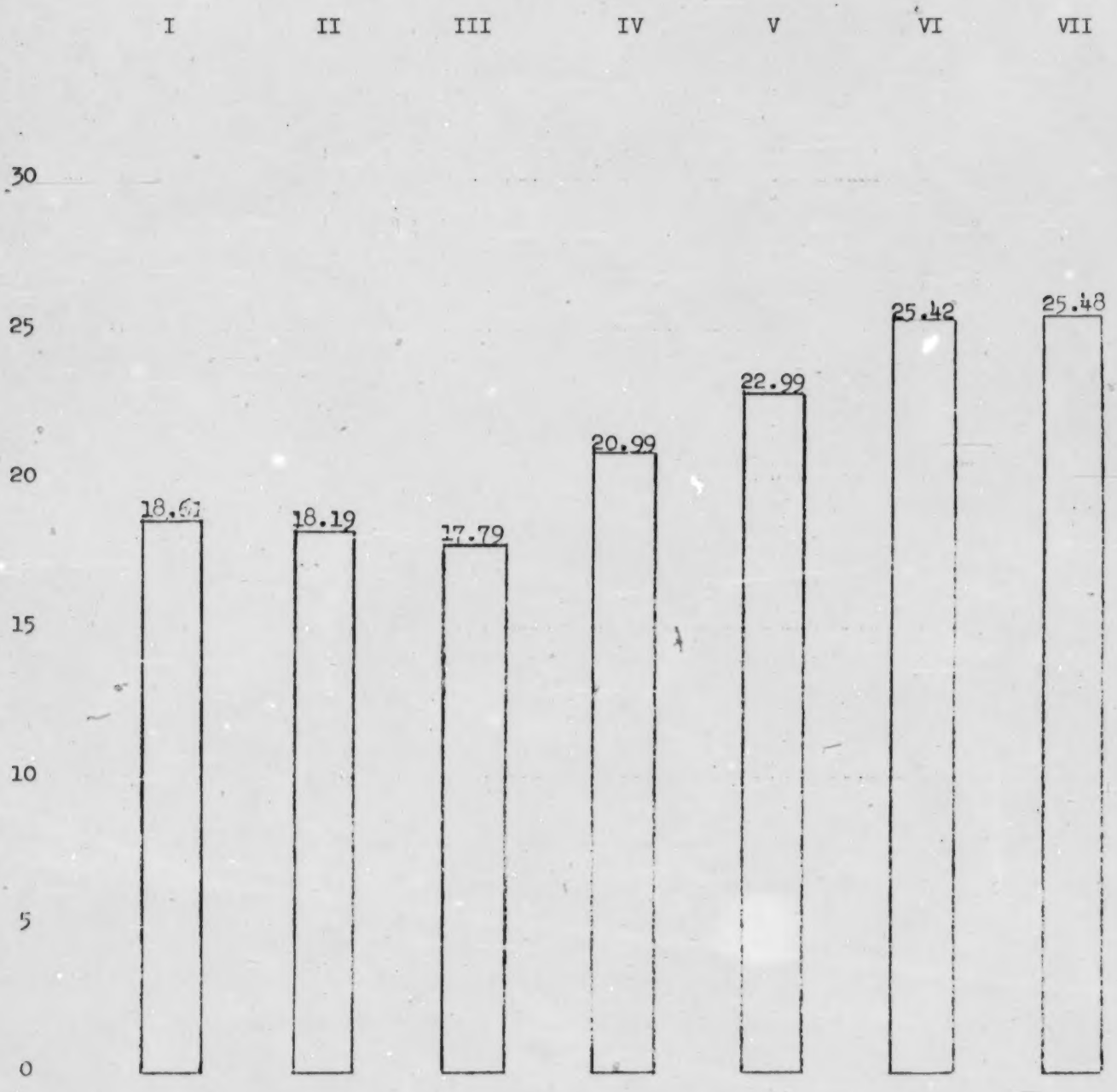
Education of Parents

Figure 6-10 illustrates the years of schooling completed by CDD parents as given in Personal Information Forms submitted by each applicant. The candidates selected for the program who answered this question, reported the level of parent education as experiencing an overall increase for both mothers and fathers since 1965. The

FIGURE 6 -8

Average Gross Weekly Income
Per Family Member

Classes I-VII




*Figures reported in dollars per person

TABLE 6-1

Adjusted Effective Income Of The
Net CDD Per Capita Income

1965-1971

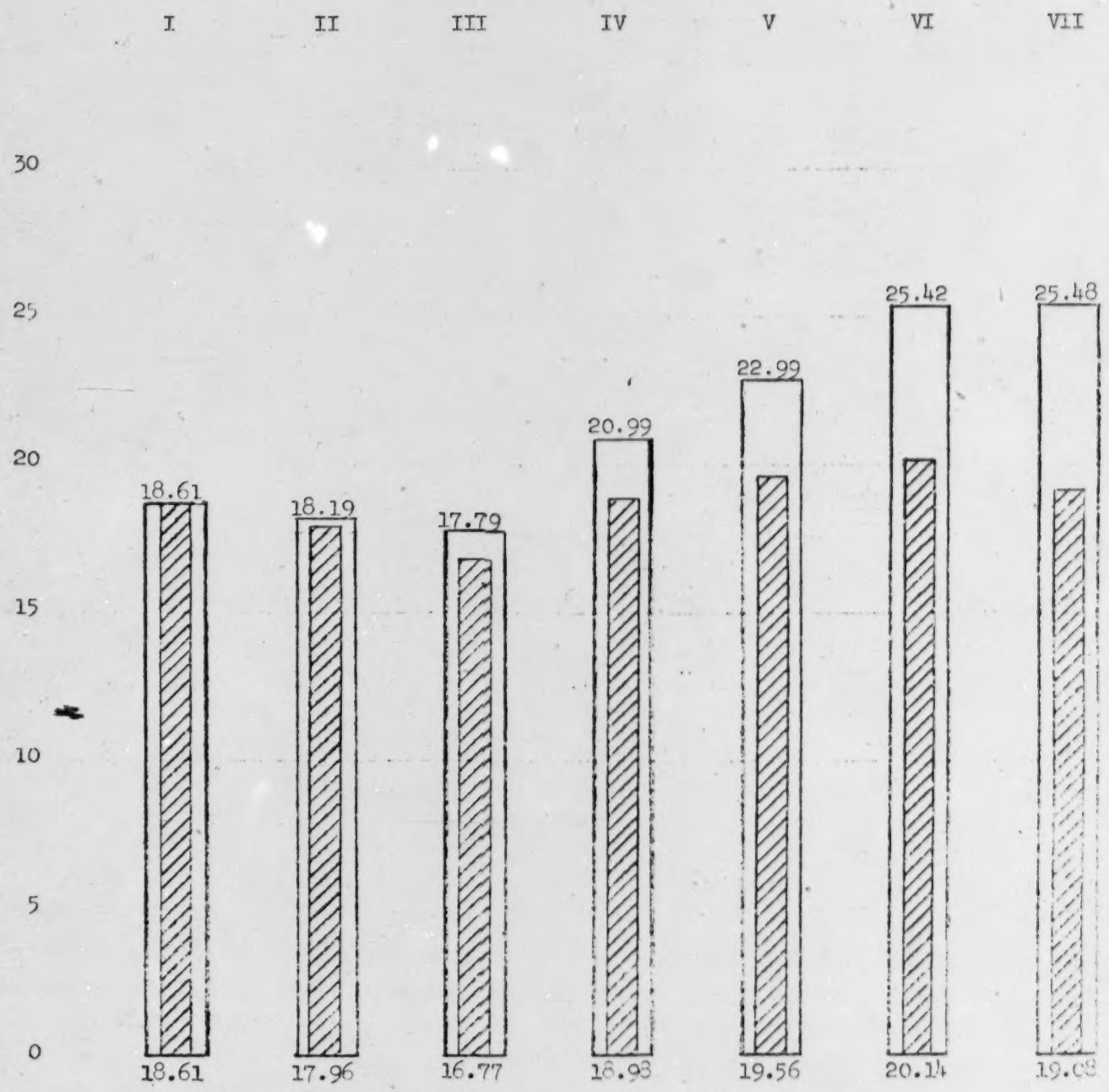
| CLASS | Year of Admission To CDD | CDD Weekly Income Per Person | |
|---|---|---|---|
| | | Actual Income | Effective Income |
| I | 1965 | 18.61 | 18.61 |
| II | 1966 | 18.19 | 17.96 |
| III | 1967 | 17.79 | 16.77 |
| IV | 1968 | 20.99 | 18.98 |
| V | 1969 | 22.99 | 19.56 |
| VI | 1970 | 25.42 | 20.14 |
| VII | 1971 | 25.48 | 19.08 |

* Relationship of average actual weekly income and adjusted effective weekly income per family member determined from data provided by the Dept. of Labor, Bureau of Labor Statistics.

FIGURE 6-9

Relationship of Average Actual Weekly Income
and Adjusted Effective Weekly Income
per Family Member

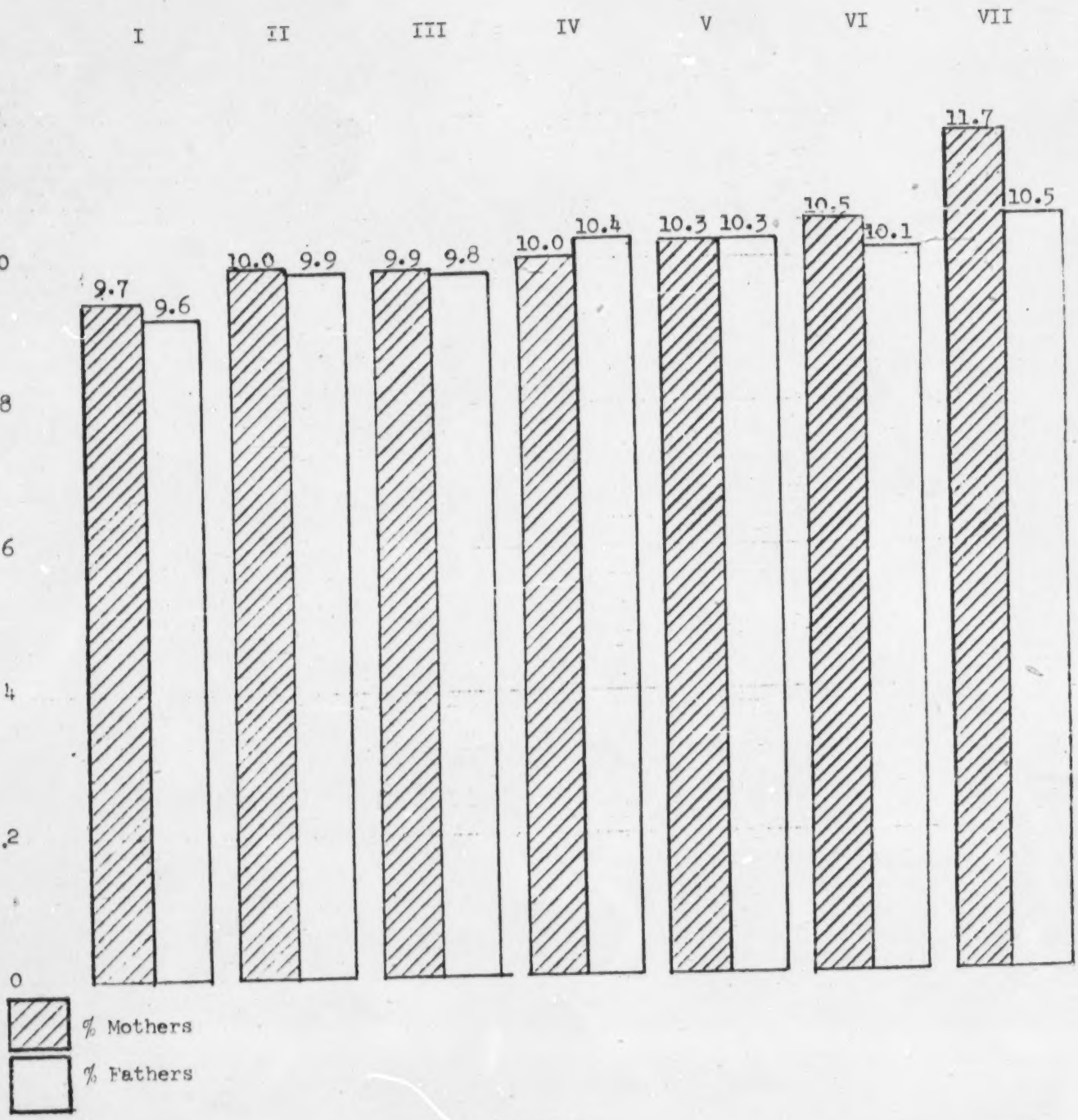
CDD I-VII




* Figures represent income in dollars

FIGURE 6-10

Parent Education
Total Years of Schooling
Classes I-VII



educational level of CDD mothers has risen from a low of 9.7 in 1965 to a high of 11.7 in 1971. These figures represent two grade levels. A smaller gain was reported for CDD fathers who posted a reported 9.6 level in 1965 and a 10.5 level in 1971; a grade level increase of 0.9 years of schooling, considerably lower than that reported for mothers. The mean number of years of schooling for both mothers and fathers falls below the high school graduation level of 12 completed years- the level considered as a plus on the Dentler-Monroe Life Chances Score cited in chapter two of this report.

Percent of Working Mothers

Figure 6-11 shows the percent of employed mothers of the CDD population. These figures are based on the number of responses to the appropriate question in the Personal Information Form. This figure does not suggest that the mother is or is not the head of the household, although the high incidence of unemployment indicates that housewives are included in the measure. The data as reported since 1965 presents a gradual but consistent increase in the percentage of working mothers since 1966.

Adjusted Life Chances Score

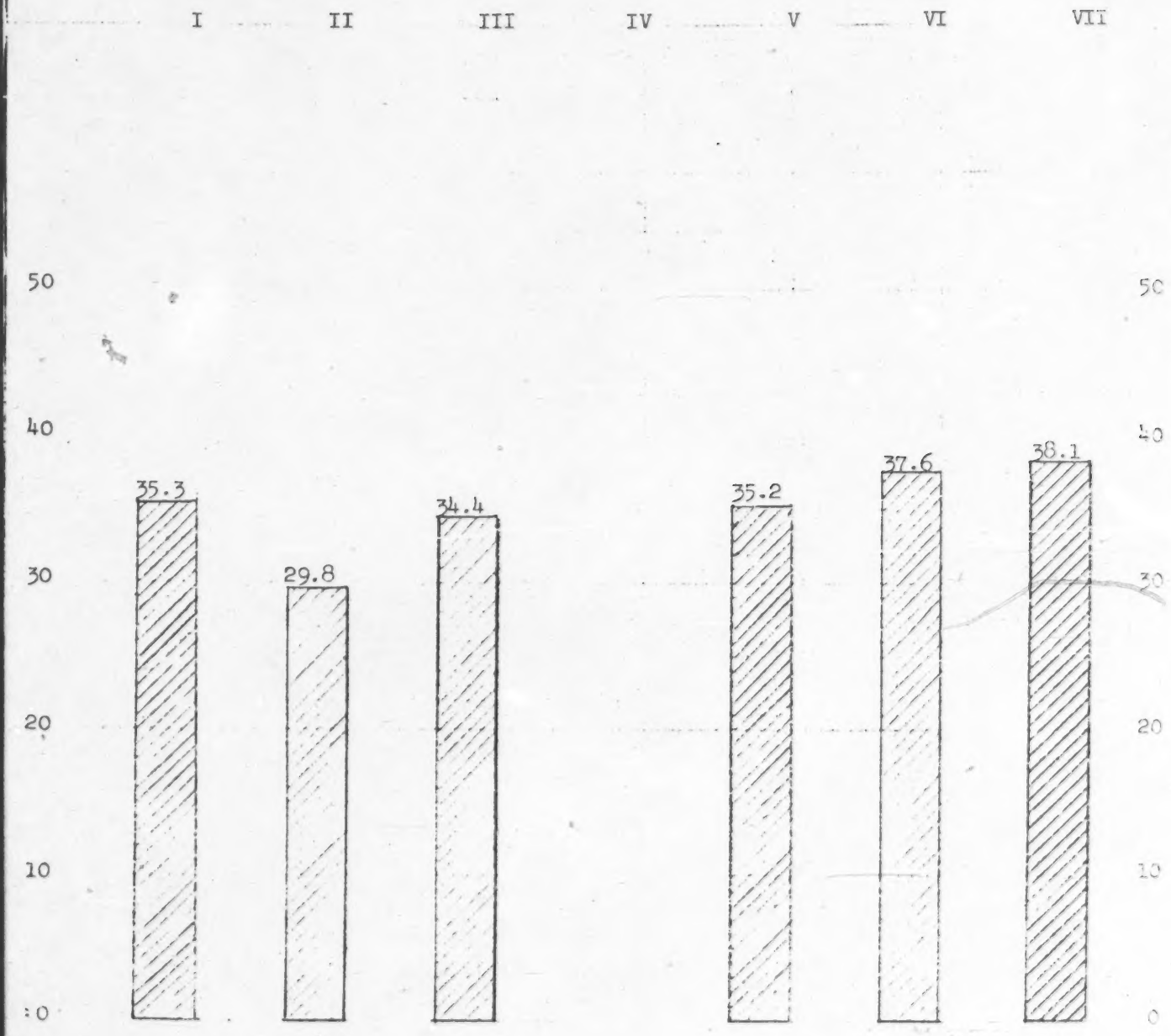
The mean Adjusted Life Chances Scores for Classes III (1967) through VII (1971) are presented in Figure 6-12. The mean Life Chances Score of the classes selected since 1967 has been relatively stable and consistent with the Dentler-Monroe definition of a disadvantaged population.

FIGURE 6-11

Per Cent of Working Mothers

in CDD Households

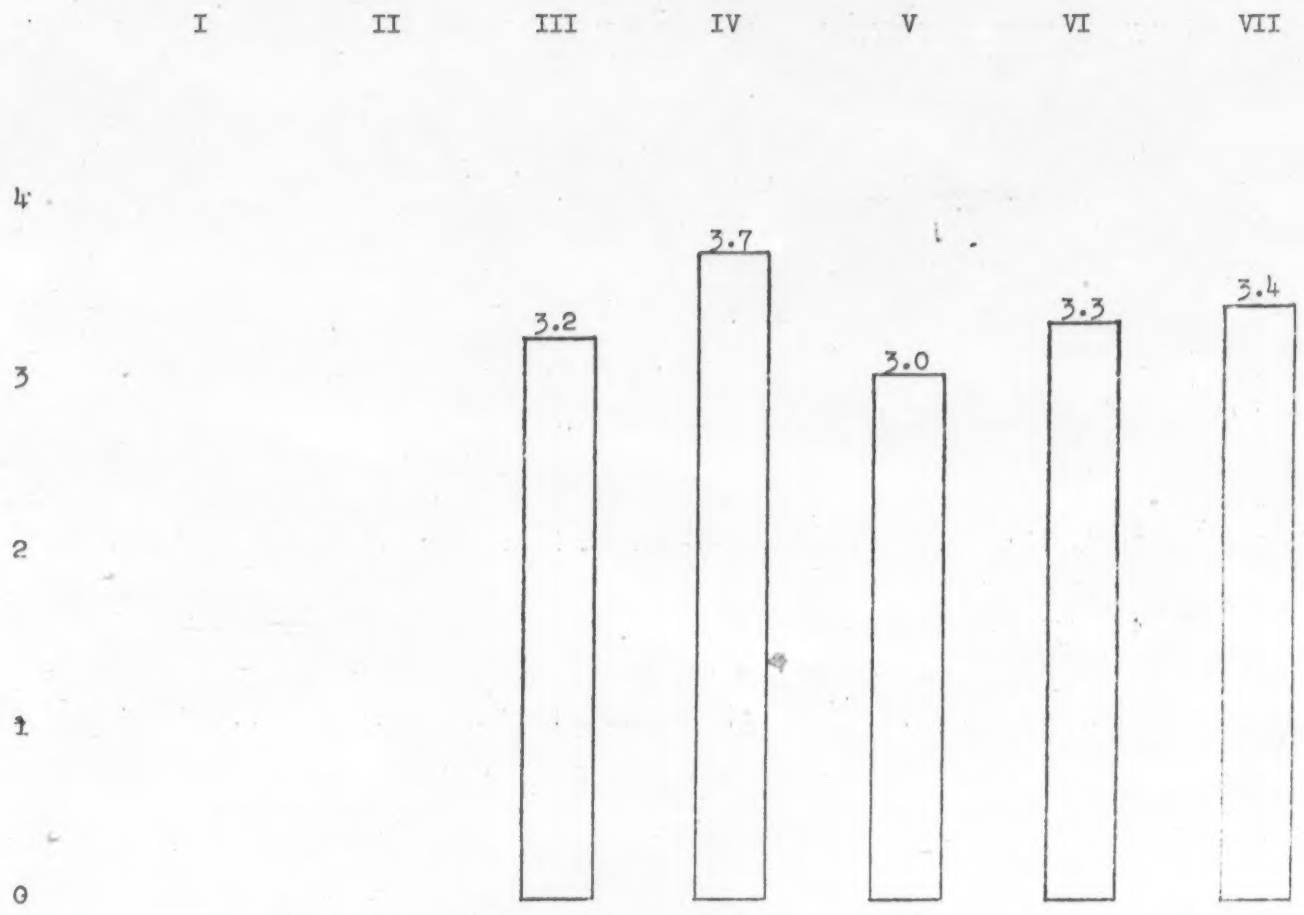
CDD I-VII




* Information not available for class iv

FIGURE 6-12

Adjusted Life Chances Score
CDD I-VII




* Compatable data not available for classes one and two

# CHAPTER 7

## ADJUNCT STUDIES

## (IMPROVING LEARNING)

Throughout each school year the College Discovery and Development Program has conducted activities at the five CDD Centers to define the problems involved in preparing students in the program for college. Two categories of "treatment" are involved in Prong II. One of these involves manipulation of the high school classes, their activities and materials; the other involves psychological modifications. Organizationally, the program has established a small "school within a school" in each of the five host high schools providing: small classes, (15-20); double periods in difficult subjects (especially English and Math); special and additional teaching-learning materials. Among the psychological modifications are: strongly augmented guidance and counseling with long range (three year minimum) relationship between a student, his family and his counselor; para-professional "family assistants" for two-way communication and interpretation; enrichment excursions, unit counseling sessions and CDD group activities. However, funds have been limited for special projects as well as time on the part of the CDD coordinators and counselors who are involved in regular teaching and administrative responsibilities within their high schools.

A report on a study in applied mathematics undertaken at one of the CDD host schools in Brooklyn by a group independent of this program follows.

## Mathematics Study Program*

The second summer program in applied mathematics was funded by the Hebrew Technical Institute and the Cooper Union. It was carried out with students from the Bedford Stuyvesant area who entered the College Discovery Program at Thomas Jefferson High School (Class VII). With the help of the Bedford Stuyvesant Restoration Corporation, 20 of the students received stipends of $40 per week from Youth In Action. The remaining students were given weekly allotments of $8.50 to cover carfare and lunches. The staff consisted of Robert Rudin and Jay Kappraff, co-directors, Arsete Lucchesi and Donald Perlis, faculty, and five Cooper Union student instructors. The program began July 10, 1972 and continued until August 25 at Cooper Union's Manhattan campus; the week from August 14-18 was spent at Green Camp, a rural facility in New Jersey. The program took place five days a week from 10 a.m. until 3 p.m.

## Statement of Purpose

The primary aim was to teach mathematics through applications. Too often the main exposure of the student to mathematics had been through the solution of rote numerical problems and the acquiring of certain skills for which he saw no purpose. Although these skills are very powerful in terms of their potential applications, the only applications the student generally saw were pointless and did not seem to play an integral role in the development of the subject. If anything, these "applications", rather than motivating the student, served as a distraction. It is here that students who might otherwise have had an aptitude for mathematics became discouraged and lost interest. This inability to deal with math on the

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* A Report by Jay M. Kappraff

terms that are presented in school seemed to be even more prevalent in ghetto schools. Here we found students who are in every way bright youngsters, graduating with a virtual illiteracy in this area.

Our goal was to develop an understanding of mathematics by leading the student through a series of applications which gave him a taste of how mathematics could be used to understand the world around him. At the same time each problem required the student to bring to bear a variety of mathematical skills which he could develop as he went along. For example, instead of teaching the student how to find a square root on one day and how to draw a graph the next day, we had them study the motion of an automobile, a problem which required finding square roots, and visualizing the motion by means of a graph which rendered the result intelligible. As their repertoire of skills increased, we introduced them to more significant applications. Whenever possible we tried to verify the results of a mathematical exercise by having carried out a laboratory experiment, or by having had students make some physical construction. The problems we introduced generally came from ideas found in courses of science and mathematics on the college level. Some ways were found to retain the content of these problems while using methods easily grasped by junior high or high school students. Several ideas were inspired by the previous work done by Dr. Paul C. Rosenbloom of Columbia Teachers College and may be located in a series of his monographs on the teaching of advanced concepts on an elementary level.

The instruction was centered around the use of the computer as a primary means of introducing mathematical ideas to the student. The computer had a certain mystique which seemed to hold the pupils' interest. At the same time, in order to successfully program the computer,

the student had to confront certain basic mathematical ideas such as the meaning of an algebraic expression, the meaning of a function, the graphing of functions, factoring, etc. Even more important than this was the introduction of analytical thought processes. As the students focused on the logical modes of thought by which the computer solved a problem, they duplicated the precise way a person should think in order to deal with mathematical abstractions. Furthermore, the manner in which the computer solved 100 problems with the same ease that it could solve one problem is consistent with the way modern scientists and technologists think about math rather than the old way of solving problems for a single case as in most conventional school textbooks.

General Commentary on the Program

Although all students for our program were preselected for the College Discovery Program we found that, at least in terms of their mathematical ability, they spanned the whole spectrum from truly outstanding to mathematically illiterate. We were somewhat unprepared to deal with this much variation in ability, but by the middle of the program we had divided the class into three groups according to ability. Although we had success with the top two groups, our feeling was that the techniques being used could do little to help the bottom group.

One of the strongest aspects of the project was the manner in which the Cooper Union student-instructors dealt with the youngsters. They related to these students with great patience and sensitivity, and we could point to at least a few students who began to reappraise their commitment to school as a result of their experience and trust in this program. With only a few exceptions, we found no discipline problems and had regular attendance. However, we noted that a few students appeared to be somewhat emotionally

disturbed and in need of special attention. We were unequipped to offer these students adequate counseling services.

It was interesting to observe that the program went particularly well during the morning sessions, but during the afternoons most of the students had difficulty concentrating on their work. As a result, we question the desirability of conducting a purely mathematical program of such intensity. Here the staff noted that there were several students who benefited enormously from the heavy program of mathematics and even demanded additional work, requesting assignments to do at home. But these students were exceptions.

Conclusions and Recommendations

As a result of our experience with the program, we made the following recommendations.

1. A formal curriculum should be drawn up and we should make it clearer to the students what we expect of them. We recommend that weekly projects be required of all students based on the work covered during that week. On the basis of this work, the student will be given an evaluation at the end of the study. This evaluation will be sent to his guidance counselor and will be a factor in his selection for subsequent programs.
2. In the future every effort should be made to recruit students for the program who are at the level of the students in the first two groups.
3. We also studied the possibility of combining our applied math program with another Cooper Union program such as one of the

creative arts. In this way we could provide the students with intensive mathematics work during either the morning or afternoon period, recognizing this length of time as the realistic limit during which most students can apply themselves intensively to mathematics. The rest of the day could then be used for freer self-expression. By combining two programs we would also be able to deal with larger groups.

4. The instructors in the program have also agreed that time should be set aside on a regular basis for staff meetings on successful and unsuccessful aspects of this study.

# CHAPTER 8

## SUMMARY

The seventh consecutive class participating in the College Discovery and Development Program was a population essentially similar to those in the previous six groups. Class VII showed no major changes from its predecessors in age, sex distribution, family structure or living conditions. However, this class was less well off economically, although it reported a mean gross income of $25.48 per family member per week as compared with $18.61 for Class I. A considerable inflation of costs, especially of those for food and rent has occurred over the six years from September 1965 (Class I) to September 1971 (Class VII). Thus for Class I the mean monthly rent per room paid had been $15.31 for Class VII this cost per room had risen to $23.57 per month.

Class VII was also not markedly different from its immediate predecessors with regard to ethnicity, with approximately 64% Black, 23% Hispanic and 12% "Other." Since we determine eligibility from among all those referred to us by counselors and since enrollee selection from this panel of eligible students is made by the host high school staff from ethnically void documents, these proportions probably represent a fair ethnic mix for the kind of pupil recruited in terms of their educational needs.

This class was also similar to previous groups in its history of mobility. Class VII students had averaged attendance at three or four schools at application time and the mean tenure at their present home address was somewhat more than six years: even this figure was skewed markedly downward by the unique population of one center, 50% of whose members live in family owned houses.

Class VII students were also closely similar to prior classes in terms of their previous scholastic averages and attendance and although their mean reading score (8.76) was approximately at grade level, their mathematics score (7.34) showed a mean of one full year below grade.

Academic Performance in High School

The academic performance of CDD students in their high schools during this seventh year is reported in Chapter III. Analysis of the data shows few changes from the patterns of performance seen in previous years. Achievement was generally adequate and student persistence continued good and the retention rate for Class VII was 91.7%.

The fall semester of the 1971-72 school year saw students in Classes V, VI, and VII obtain mean general averages of 73.3, 72.7, and 72.9 respectively. The corresponding mean general averages for the spring semester were 73.9, 72.4, and 72. Total absences for the school year were about 22, 19, and 16 for Classes V, VI, and VII respectively.

High School Graduation and College Admission

Class V, which had entered tenth grade in September 1969, completed the high school phase of CDD in June 1972. Of the total of 546 who had been enrolled in this class during the three year period 415 (76.01%) were grad-

uated. Of the 415 high school graduates, 370 (89.1%) applied to and have been confirmed as accepted by post-secondary institutions: Those entering CUNY totaled 262 (70.8%) of the college entrants and 108 (29.1%) of the college enrollees entered SUNY or other colleges. Thirty-six (8.7%) of the 415 graduates have been confirmed as not entering colleges and the activities of the nine other graduates have not been validated.

College Progress of CDD Graduates

Once again, detailed reporting on the college progress of CDD graduates was limited to those students registered in the various colleges of The City University of New York. A total of 578 students in Classes I, II, III, and IV enrolled for the first semester in colleges of the City University; by September 1972, 89 had graduated with Associate of Arts degress, Class I students had a cumulative grade point average of a little less than a C+ after eight semesters of college. A similar cumulative GPA was attained by Class II students after six semesters. After four semesters the cumulative GPA of Class III students was 2.14 and for Class IV the average was slightly above a "C".

Obtaining reliable information regarding college progress of graduates of the high school phase has been found to be a difficult, expensive and frustrating task. Student authorization for release of transcripts is required by almost every institution: their concern and administrative procedures are safeguards of personal privacy and maintain constitutional guarantees, but it has made an adequate follow-up investigation nearly impossible.

In order to ensure accuracy no information can be used except that from actual transcripts received. For CDD graduates now attending CUNY colleges we could obtain considerably more data than from those now enrolled in SUNY or private institutions. Even in CUNY, however, a considerable number of disappear from our specimen figures. For exemple, as a consequence of college transfer or change of address of a student, his authorization for a new transcript may become unavailable until (and if) it becomes possible to relocate him and obtain his signed authorization.

Transcripts which have been received and analyzed show the following general trends: CDD students continue in college at a somewhat higher rate than "regular" freshmen in the same institutions and a considerably higher rate than "Open Admissions" freshmen; CDD students earn slightly lower Grade Point Averages than "regular" freshmen and higher GPAs than "Open Admissions" freshmen in each institution; a number of CDD graduates of Class I have earned baccalaureate degrees; a much greater number have earned associate degrees, generally taking one or more semesters above the four term minimum; a considerable number of students with associate degrees have transferred into junior year baccalaureate programs.

The original CDD Planning Committee predicted that, without intervention, 90% of the kind of youngsters selected for the program would leave high school before graduation. As of the present about two of every three originally enrolled students were graduated from CDD host high schools; nine of every ten graduates actually entered colleges. A large number of these enrollees have transcripts showing acceptable college progress. This does not include the

one-quarter to one-third of graduates who entered SUNY or private colleges for whom transcripts have been less readily available but for whom impressionistic reports show somewhat higher performance and retention (as might be expected from the generally higher academic standing in high school and the considerably above average financial aid these institutions offered).

The general findings for CDD students whose college records can be studied show a pattern of progress not greatly different from that of their non-CDD classmates in each college. The mean grade point average tends to rise with each additional semester, probably in consequence of the withdrawal of less successful students as well as a result of increasing effectiveness of individual students with time, maturity and experience. The ratio of credits earned to credits attempted also shows a steady increase from semester to semester while the proportion of credits failed has declined. This too can be attributed to upward reduction of the sample group as, for instance, Class IV. There is a slow increase of number of credits graded "incomplete" with increasing experience and age of students.

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